



**MARICOPA**  
COMMUNITY COLLEGES

Governing Board  
Outcomes and Metrics  
Report

2017-18 MONITORING REPORT





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This report provides data on the MCCC Governing Board Outcome statements for University and Transfer Education, Workforce and Economic Development, Developmental Education, and Community Development and Global and Civic Engagement.

### **University Transfer Education and General Education**

- The Hispanic student population continues to grow as well as the overall population of underserved students as a percent of the entire student body.
- We have seen a slight upward trend for student success in college-level courses, 79% A, B, C, or P grades in Fall 2017 compared to 78% in Fall 2016. The percentage of successful grades in developmental-level courses remained stable at 67%
- College-level course withdrawals remained stable from Fall 2016 to Fall 2017 but are generally trending down.
- We are retaining more students Fall to Fall, however Fall to Spring retention has declined by one percentage point.
- Total annual awards declined marginally even though certificate awards saw a marginal increase. However, we saw an increase in the three and six-year graduation rate of students graduating in all degree types with the exception of the occupational awards graduation rate remaining stable.

### **Workforce and Economic Development**

- The total number of occupational degrees and certificates (AAS and CCL) experienced a fourth year of decline.
- Student surveys indicate an overall average wage growth, a year after graduation, of \$12,900 across industries with the largest wage increases seen in Green/Construction, Healthcare, and Manufacturing.
- Student success rates in occupational courses have seen a positive, if incremental, upward trend since 2013, increasing 1.3% this year compared to the prior year.
- The Small Business Development Centers created \$36.4 million in capital formation, an increase over the prior year.

### **Developmental Education**

- The developmental English course success rate remained stable whereas the developmental Reading course success rate decreased by nearly two percentage points.
- The Math developmental course success rate increased by three percentage points to 64%.
- Overall, developmental course withdrawals continue to trend down from Fall 2013, with the exception of reading seeing a slight increase this past year of 1% (but still remains lower than prior years).

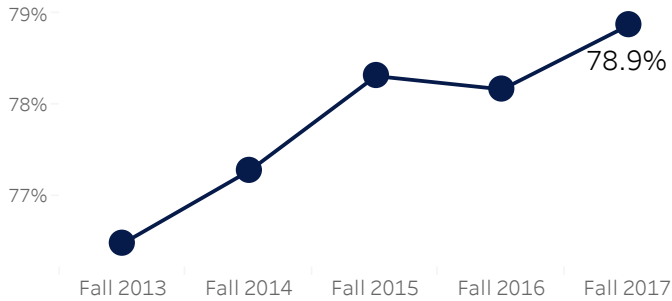


- The success rate in subsequent college-level English saw a marginal decline of 0.9% and subsequent Math course success saw a marginal decline of 0.6%.

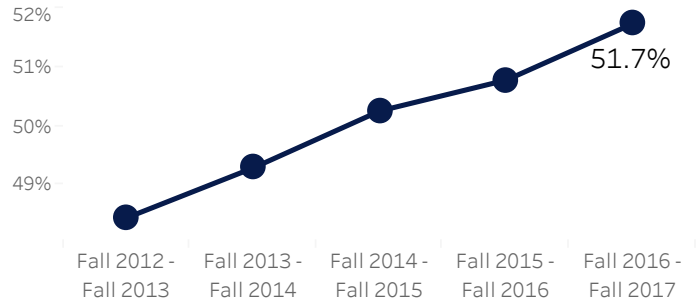
**Community Development and Civic and Global Engagement**

- Over 8,000 students participated in service-learning opportunities in their communities in 2017-18, a significant increase over 2016-17.
- 85% of student respondents indicated some to quite a bit of encouragement of contact among students from different economic, social, and racial or other backgrounds when asked on the national Community College Survey of Student Engagement (CCSSE).

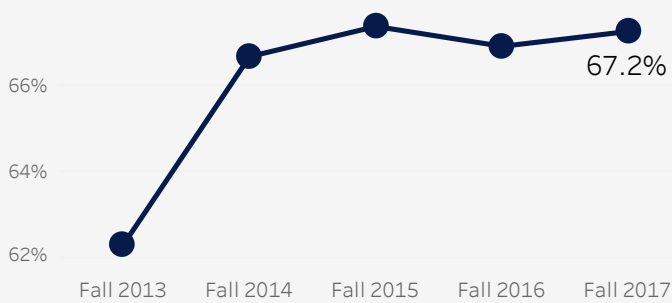
### College-level Course Success Rate



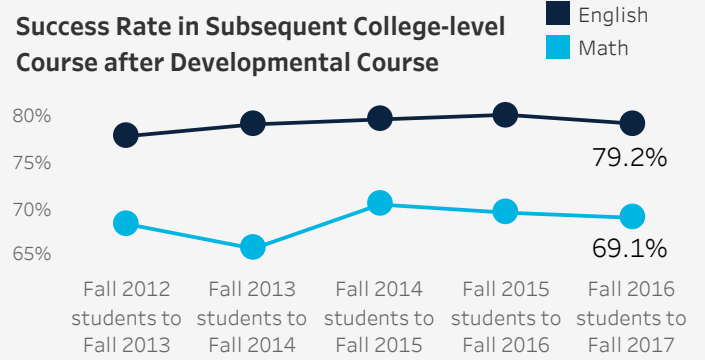
### Fall to Fall Retention



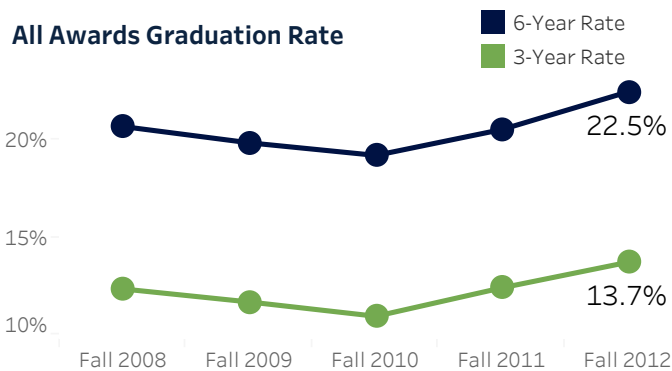
### Developmental Course Success Rate



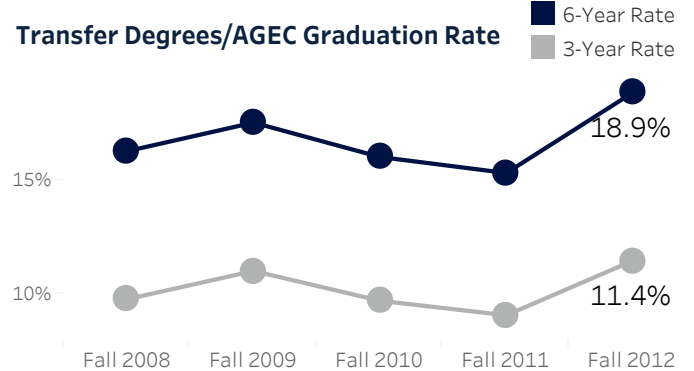
### Success Rate in Subsequent College-level Course after Developmental Course



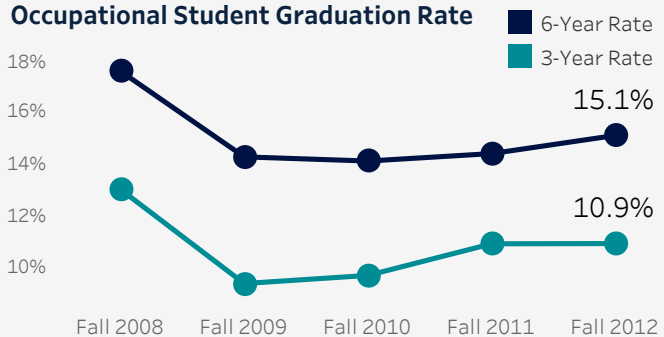
### All Awards Graduation Rate



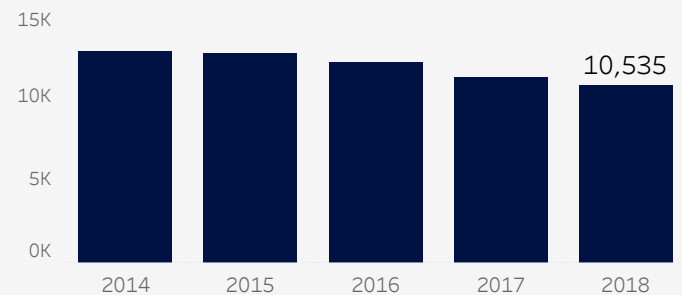
### Transfer Degrees/AGEC Graduation Rate



### Occupational Student Graduation Rate



### Occupational Awards



- MCCC
- NCCBP 50th Percentile

### Fall to Spring Retention



### Fall to Fall Retention



### College-level Course Success Rate



### College-level Course Withdrawal Rate



### Developmental RDG Course Success Rate



### Developmental MAT Course Success Rate



### Developmental ENG Course Success Rate



### Success Rate in College-level Math After Dev MAT



### Success Rate in College-level English After Dev ENG



### Average First-Year Credit Hours After Transferring

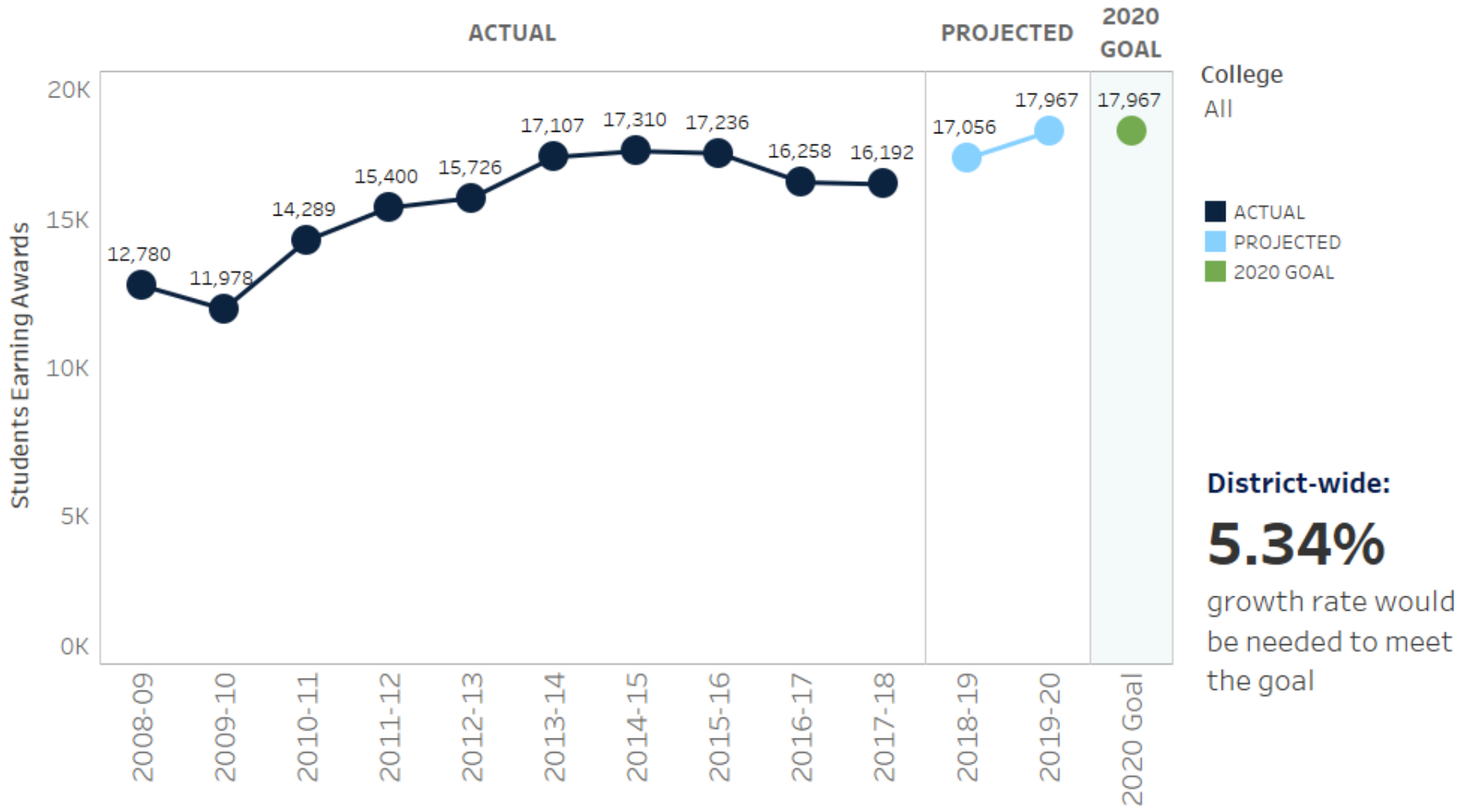


### Cumulative First-Year GPA After Transferring



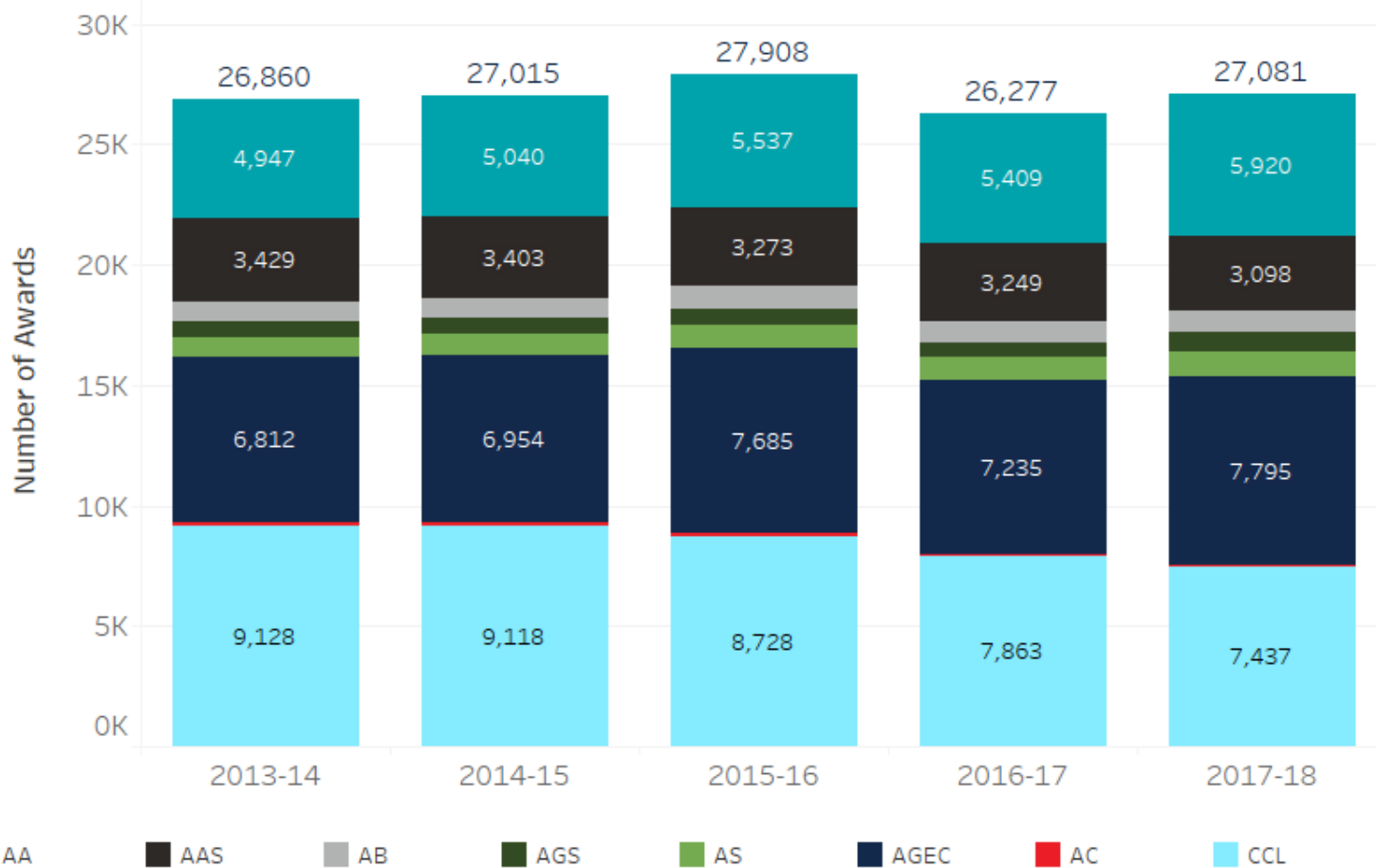


# 2020 Board Resolution Completion Agenda Goal

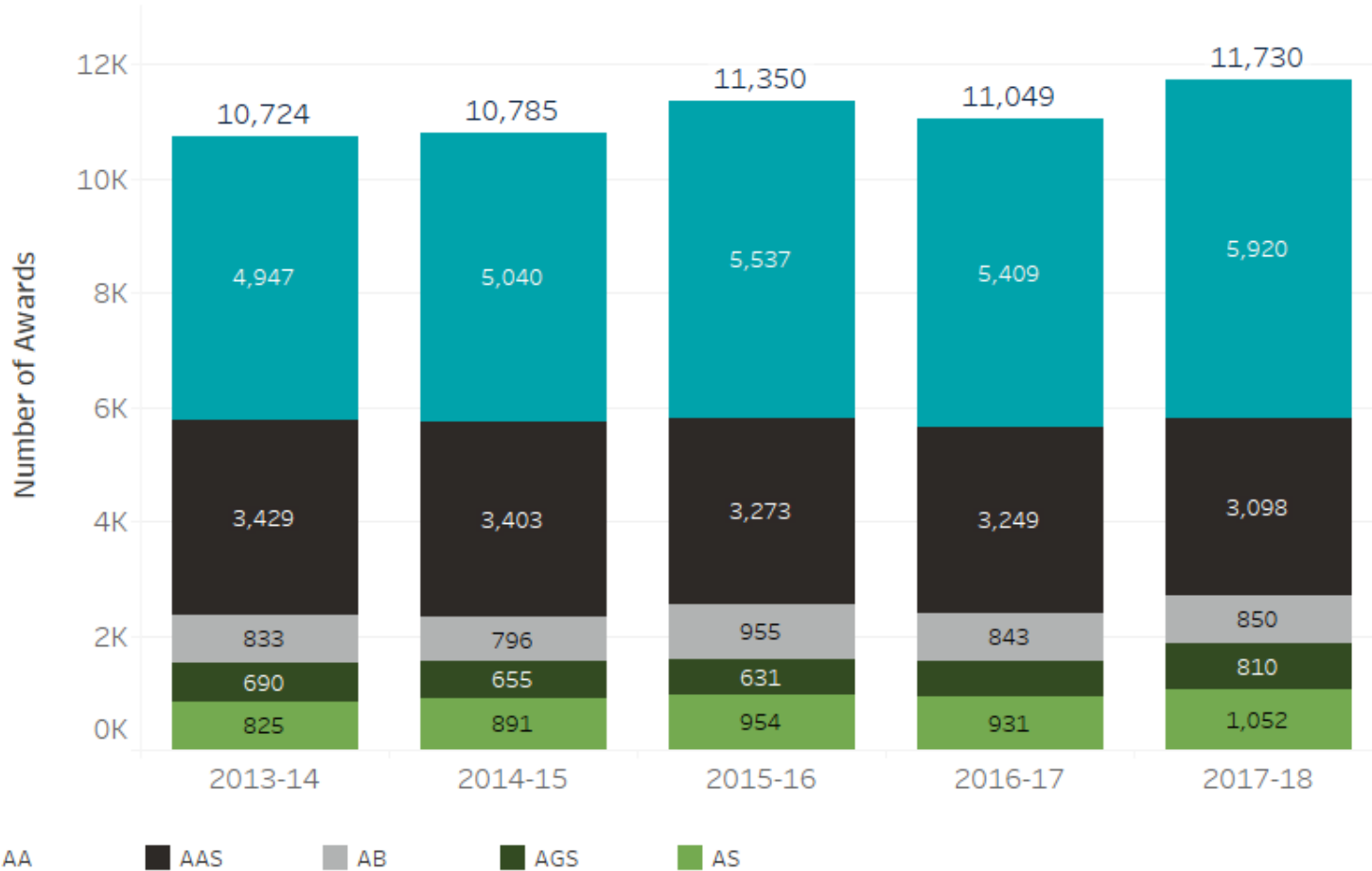




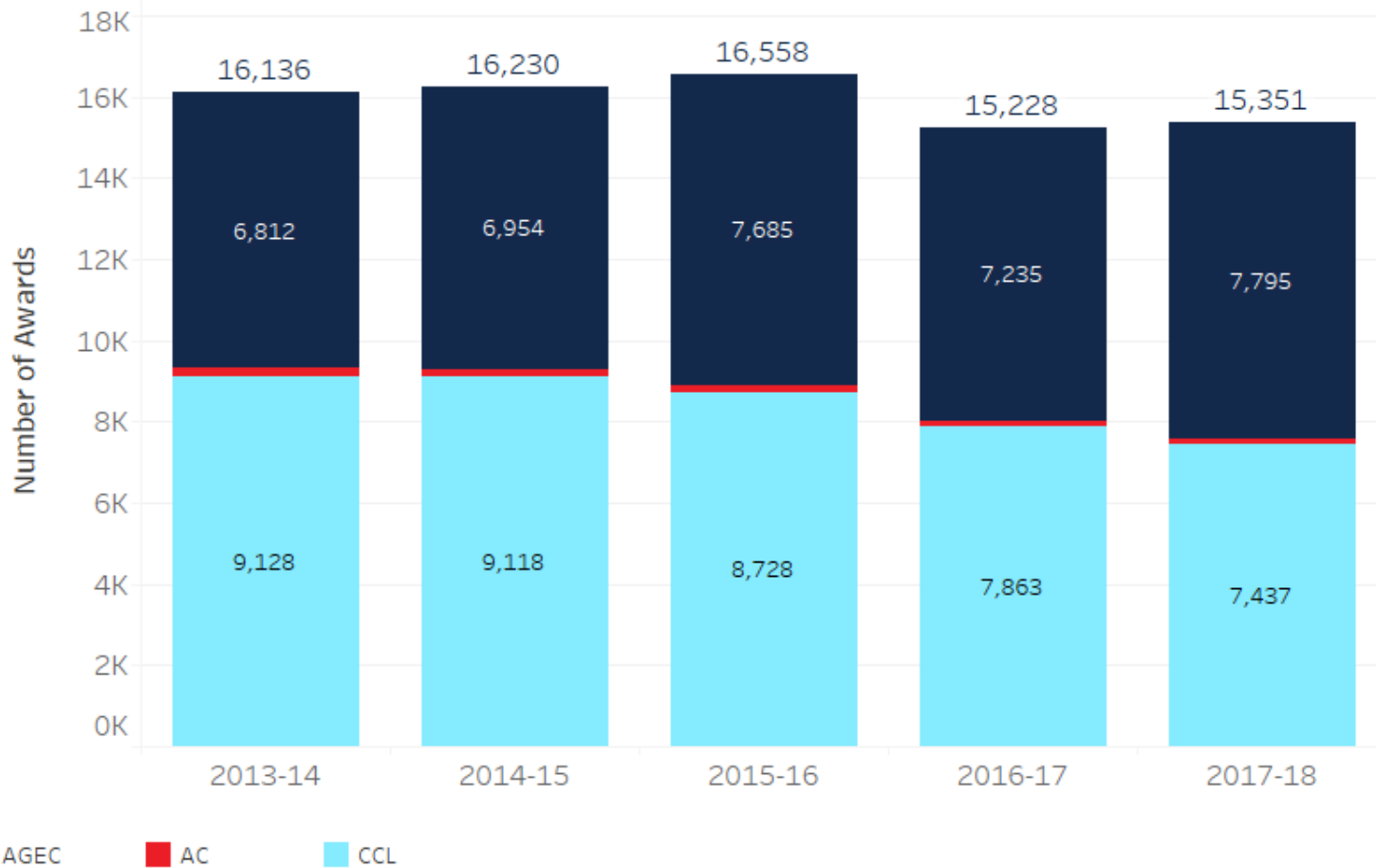
### Awards



### Degrees



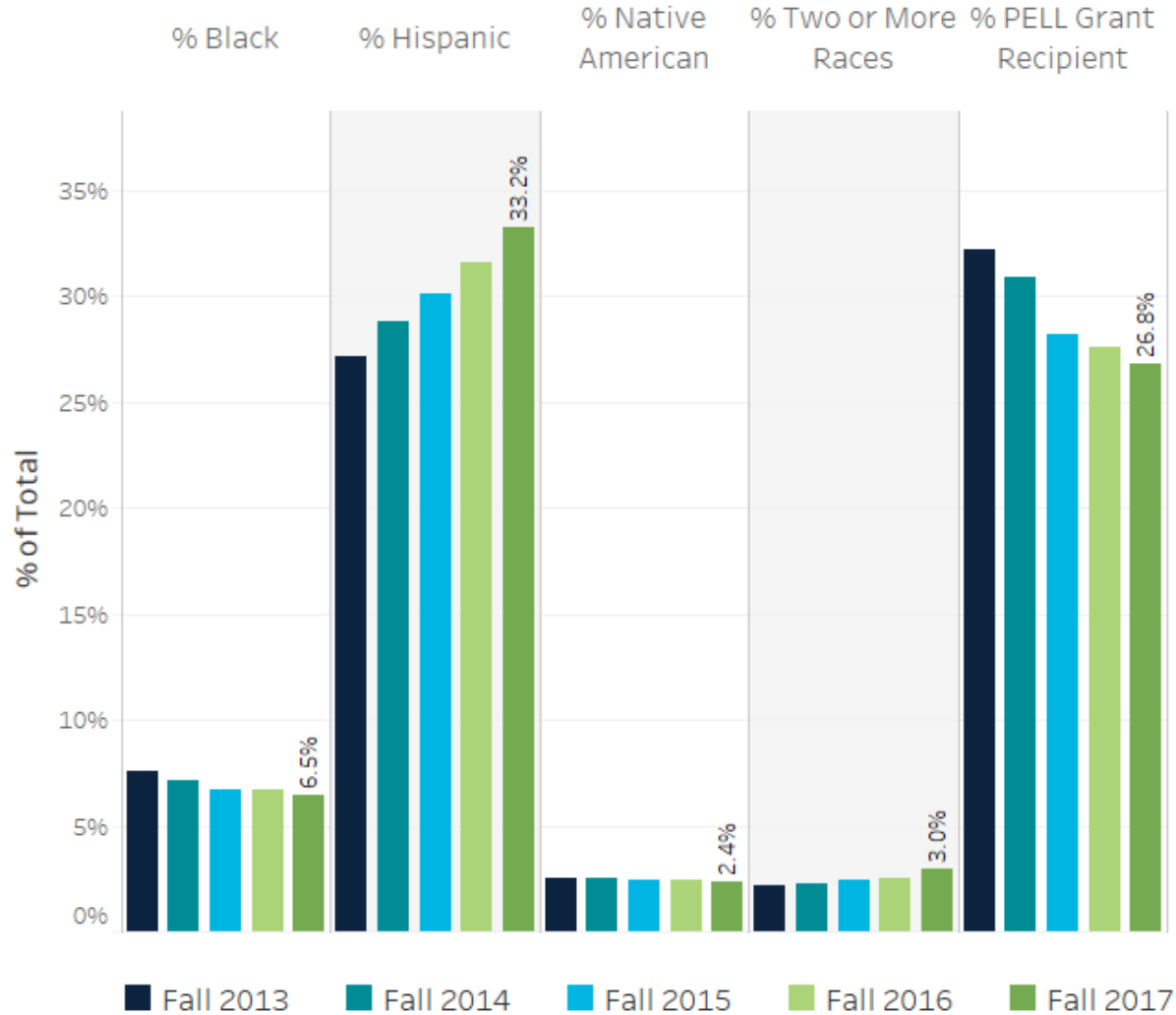
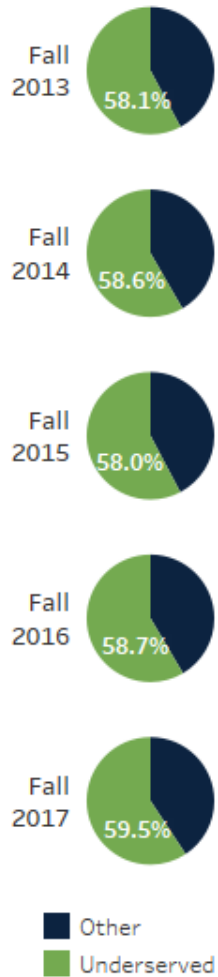
### Certificates



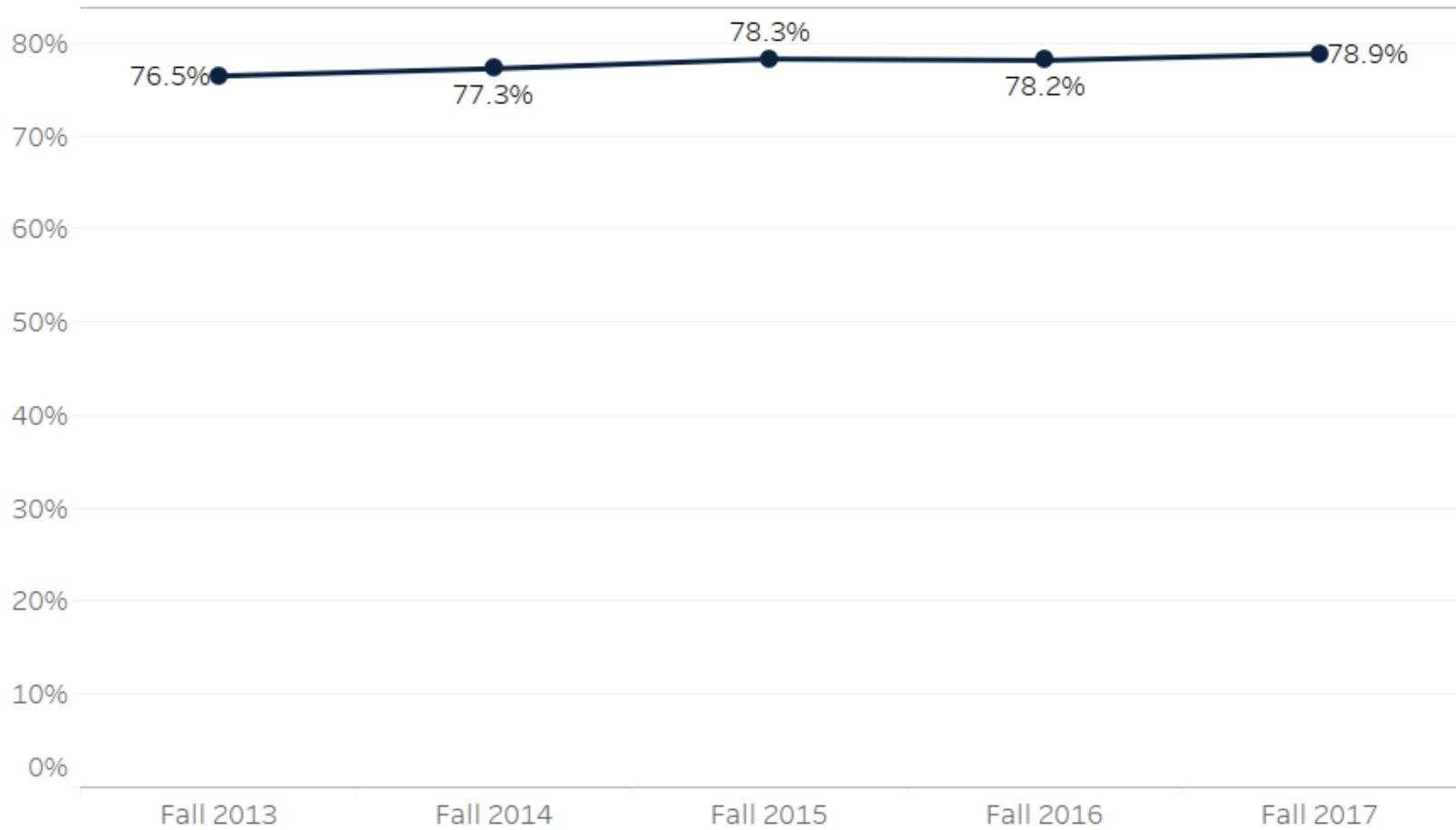


# University Transfer Education & General Education

### Overall

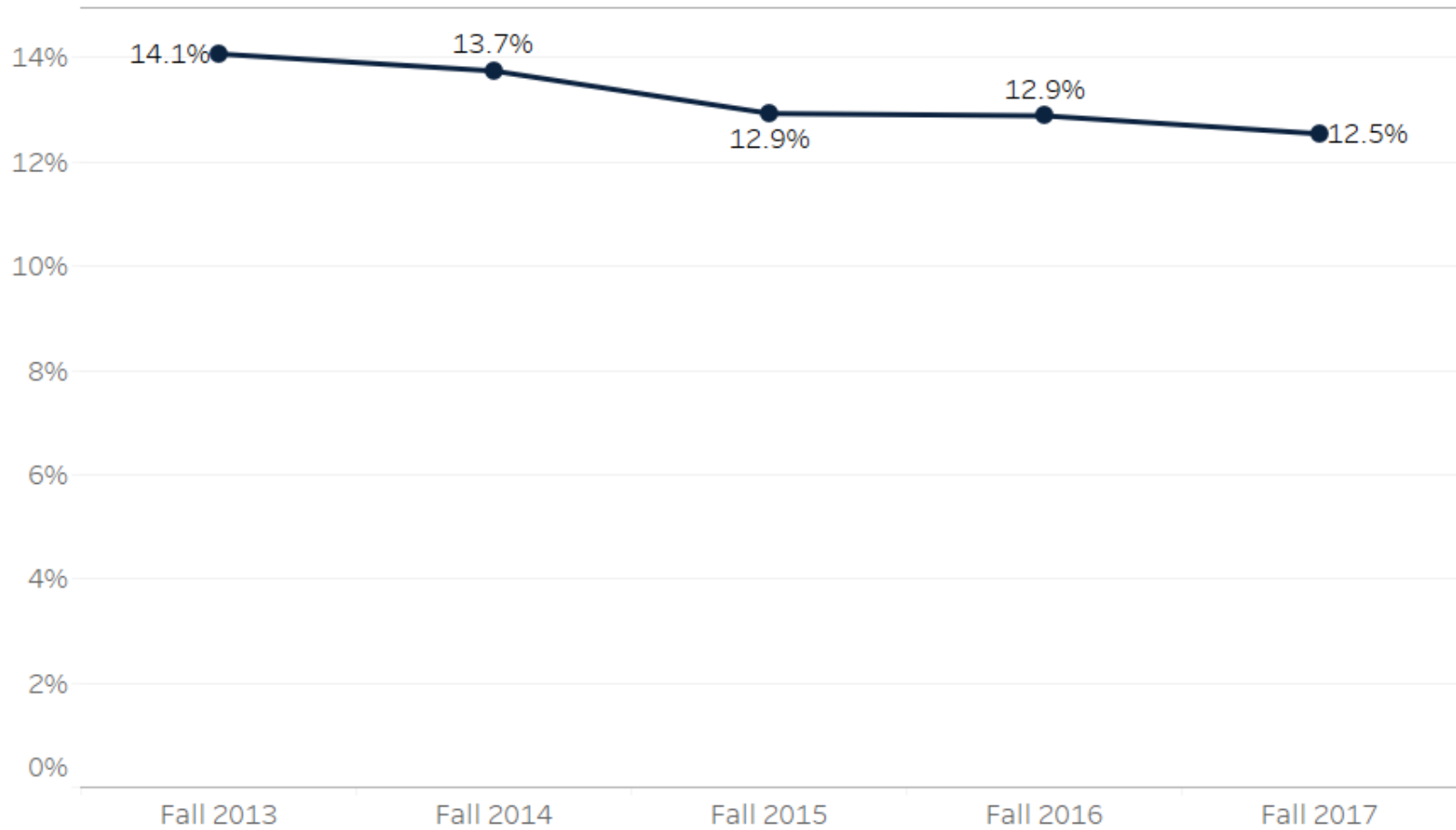


### College-level Course Success Rate



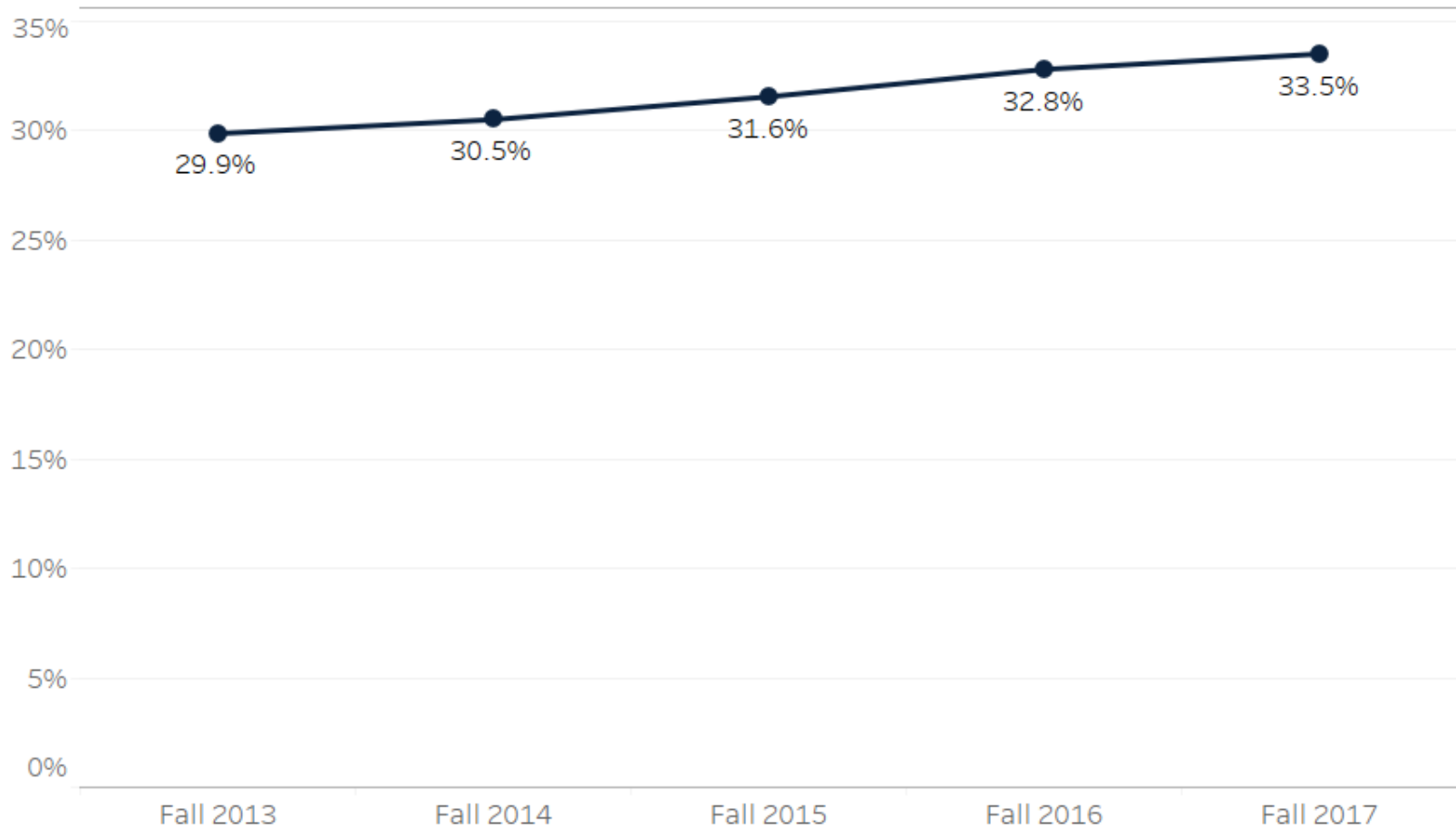
All Students

### College-level Course Withdrawal Rate



All Students

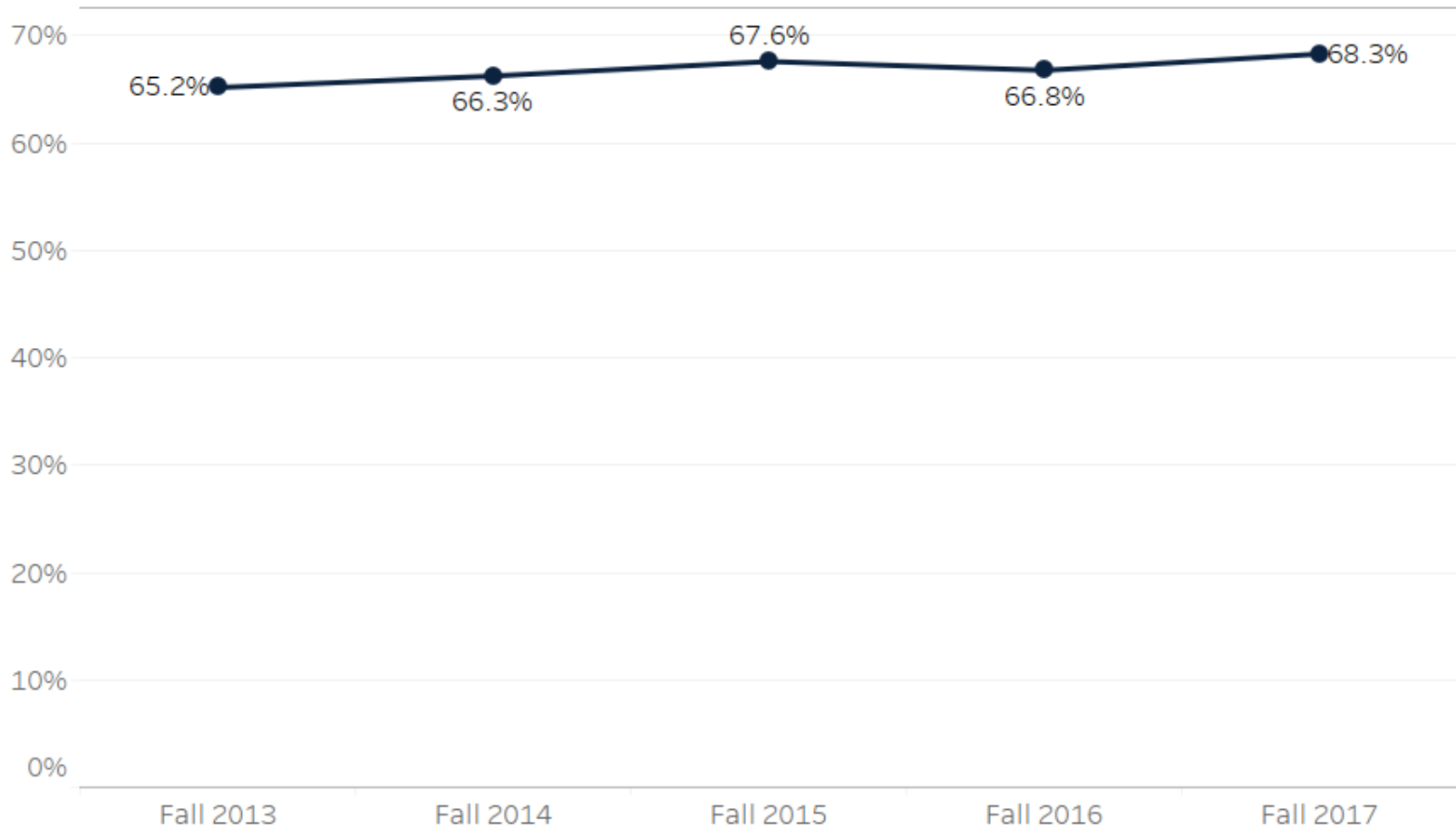
% of Students Online



All Students

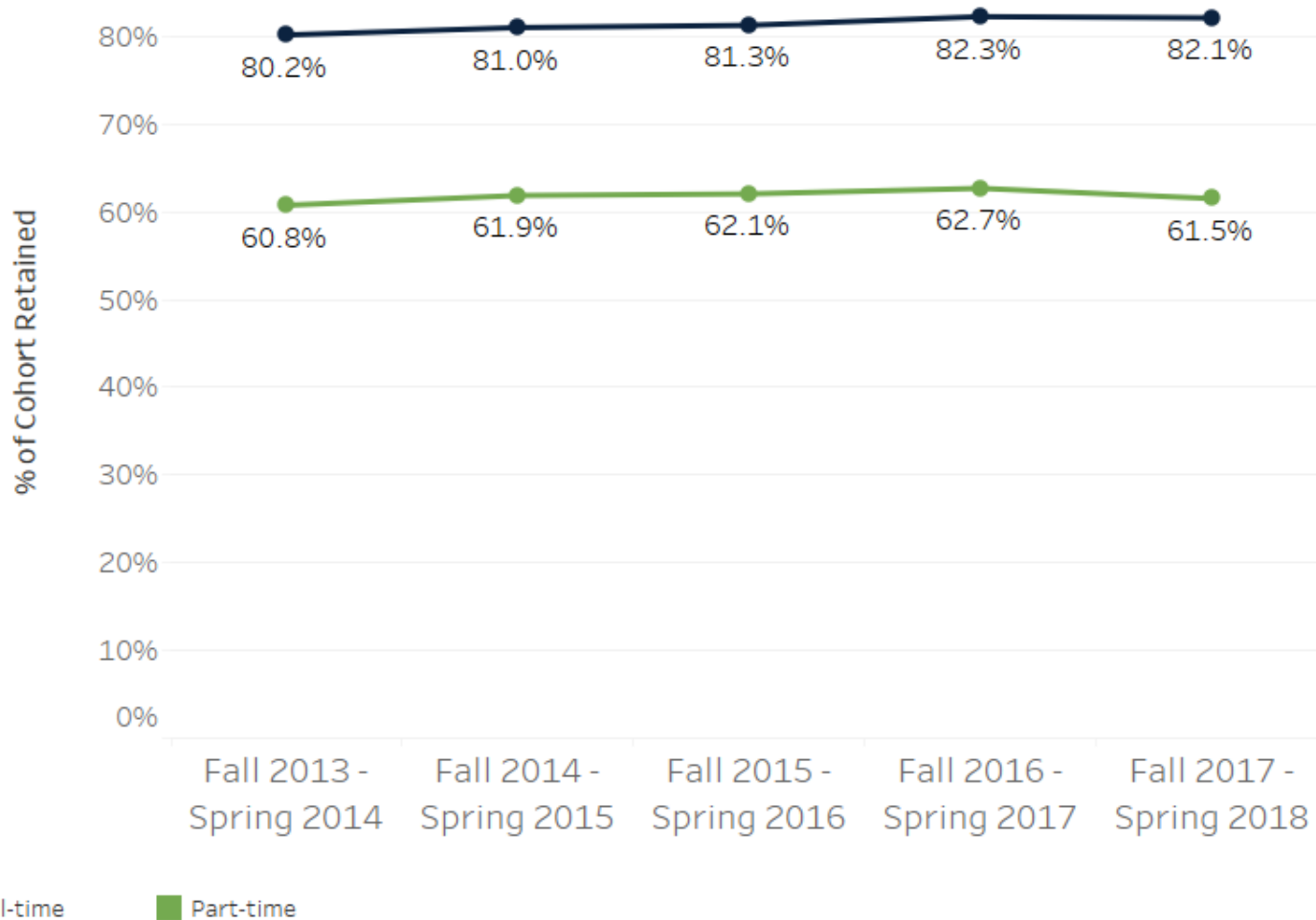


### Online College-level Course Success Rate

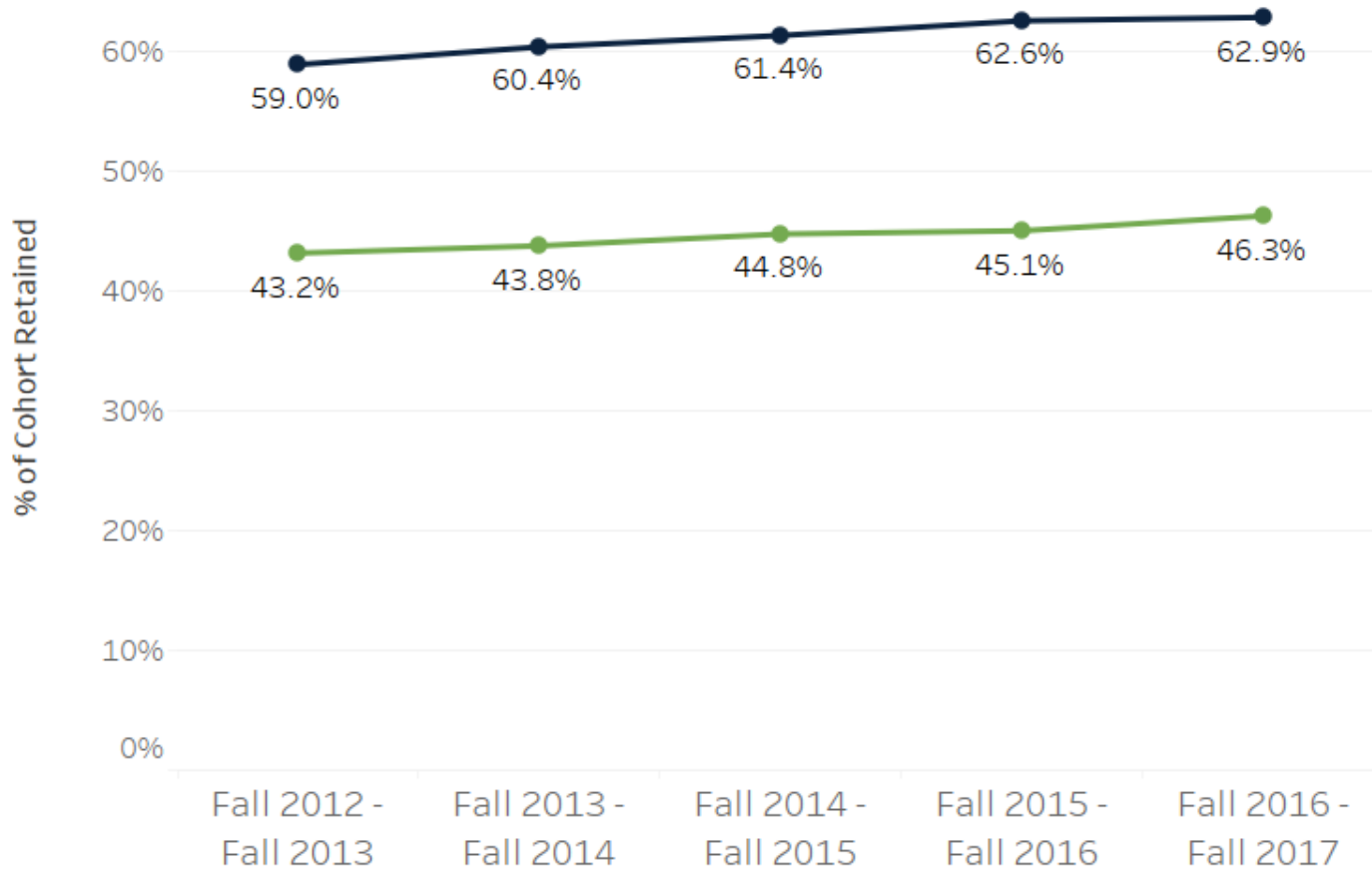


All Students

**Fall to Spring Retention**

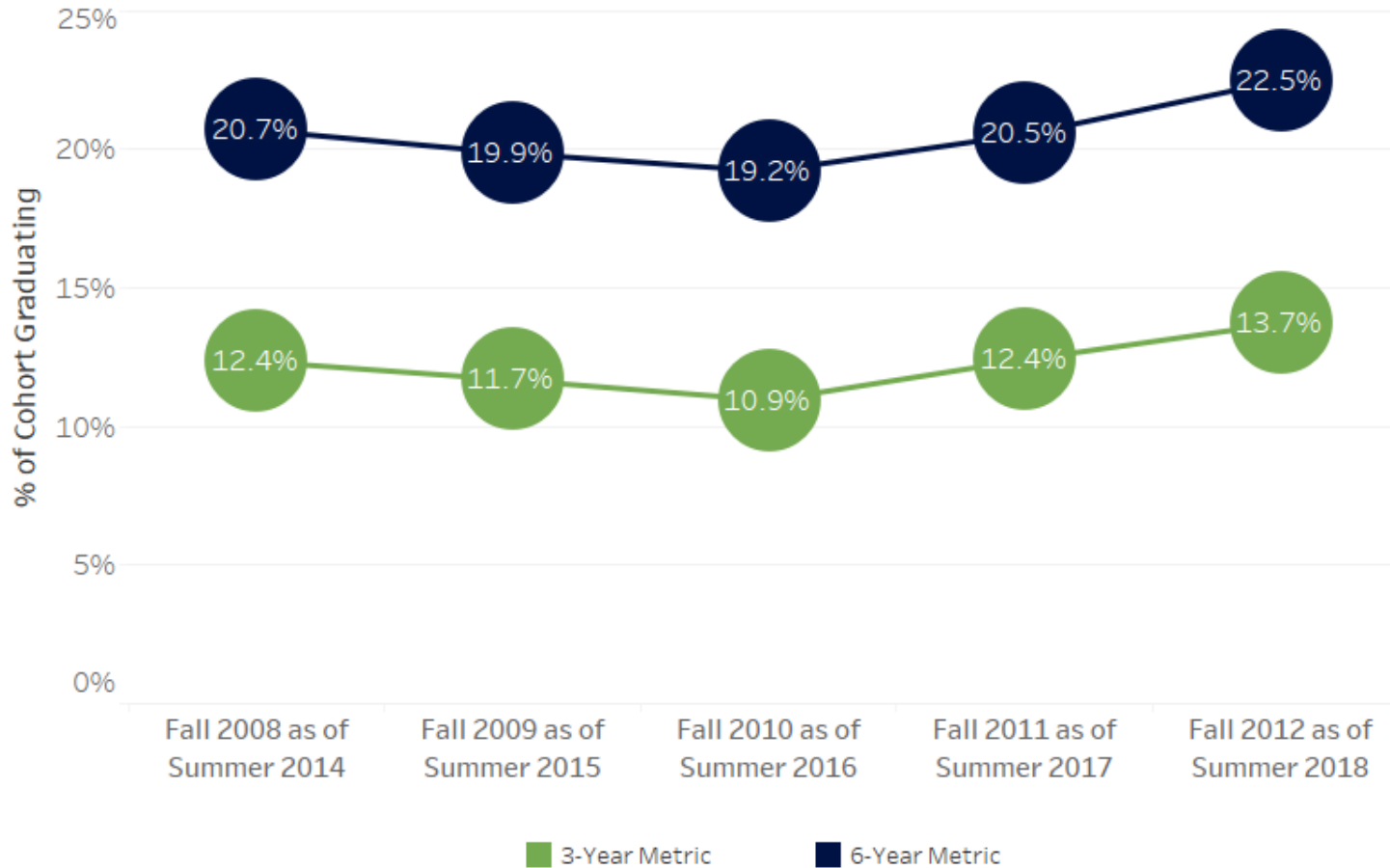


**Fall to Fall Retention**

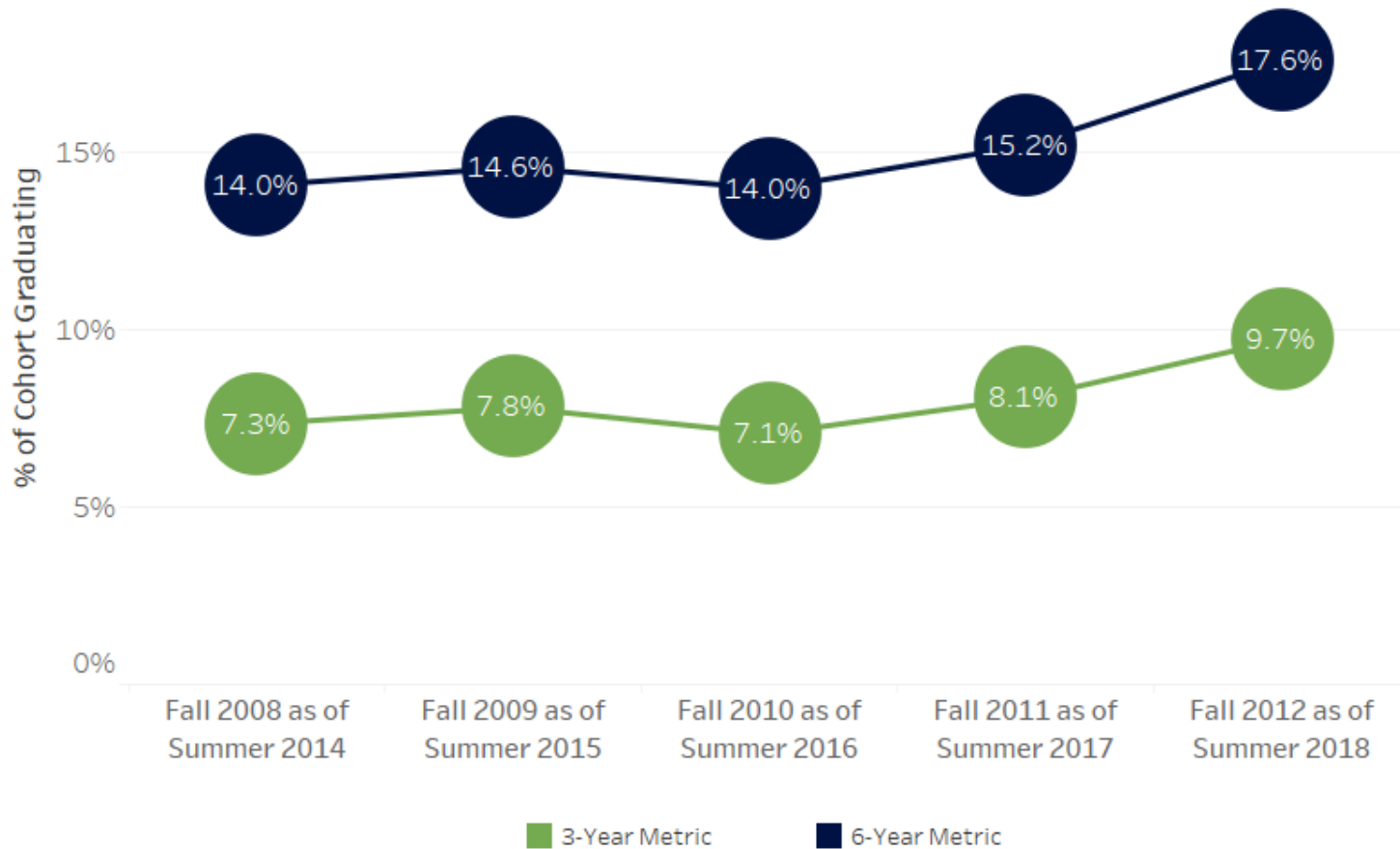


■ Full-time ■ Part-time

**All Awards Graduation Rate**

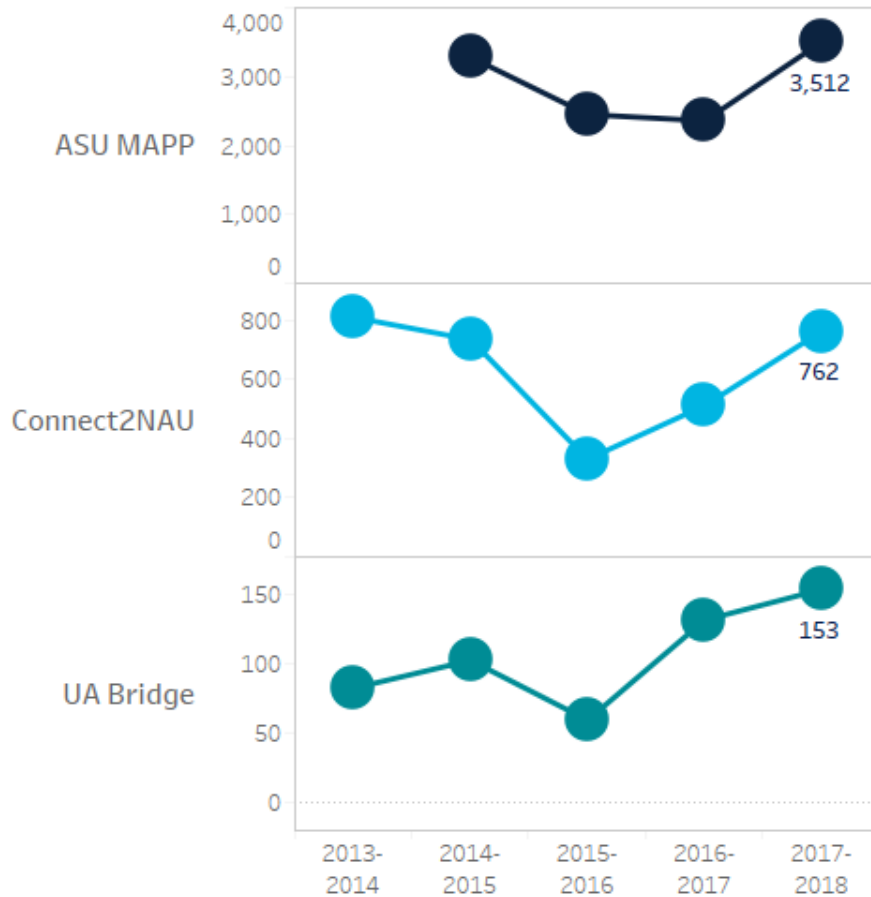


**Associate Degrees Graduation Rate**



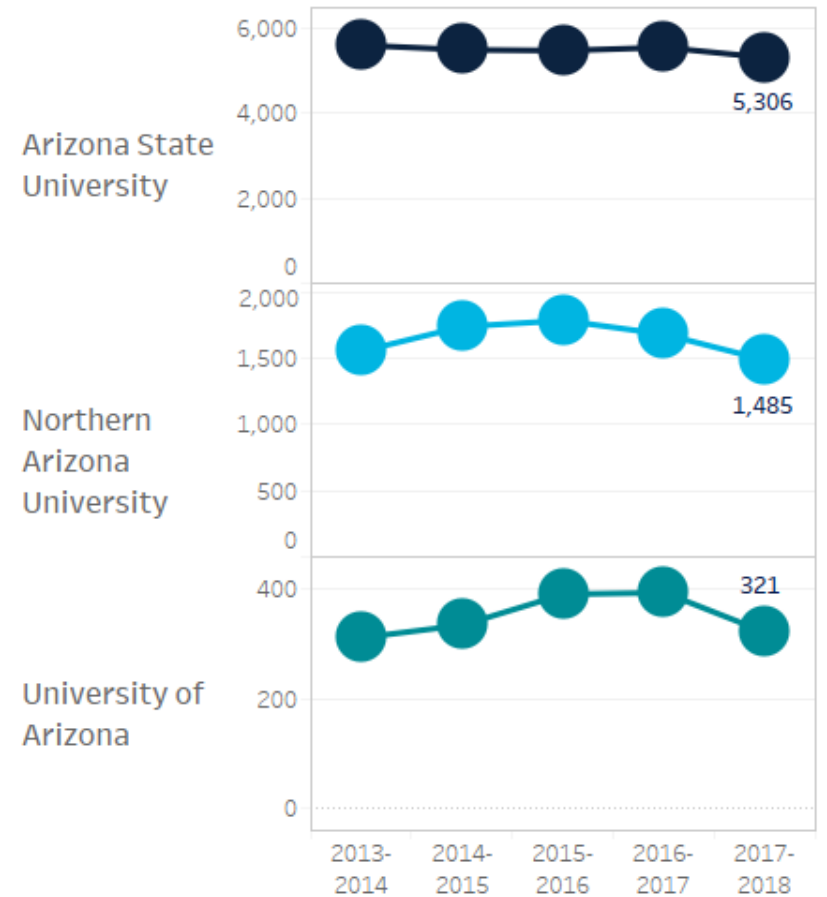
### MCCCD TRANSFER PIPELINE

New Sign-ups for Signature Transfer Programs

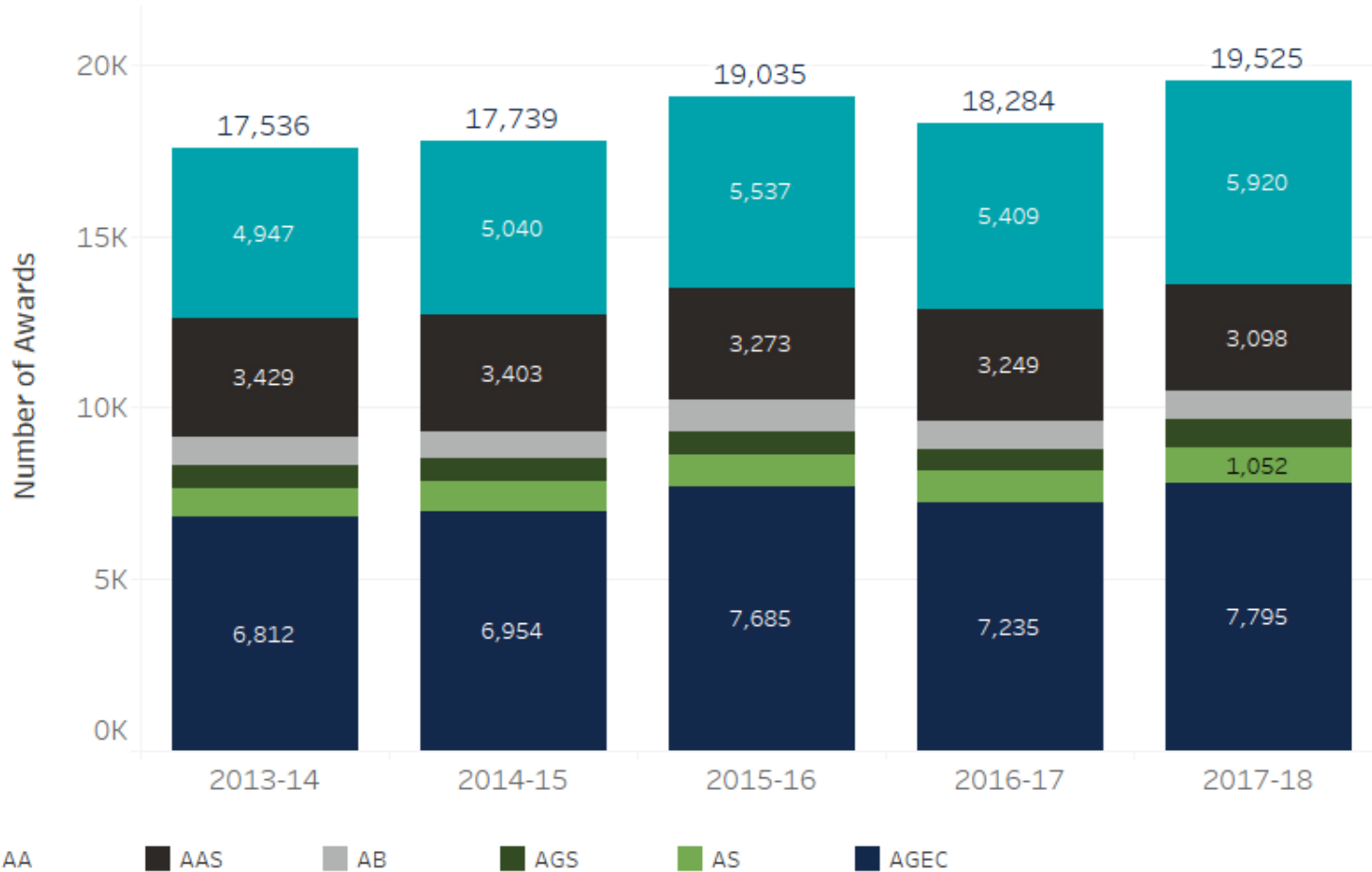


### NEW MCCCD TRANSFERS

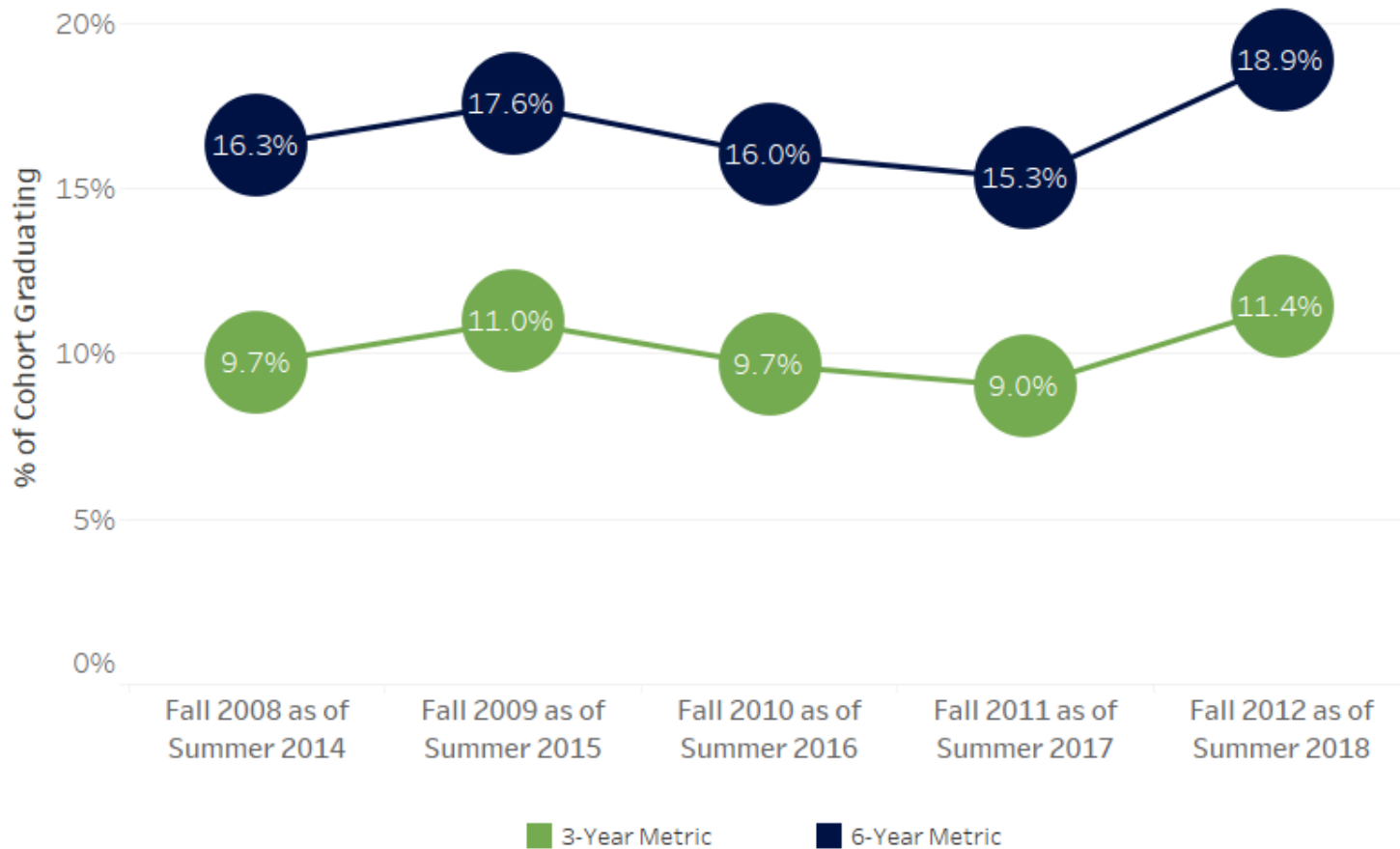
Transferring to AZ Public Universities



### Transfer Awards and AGEC

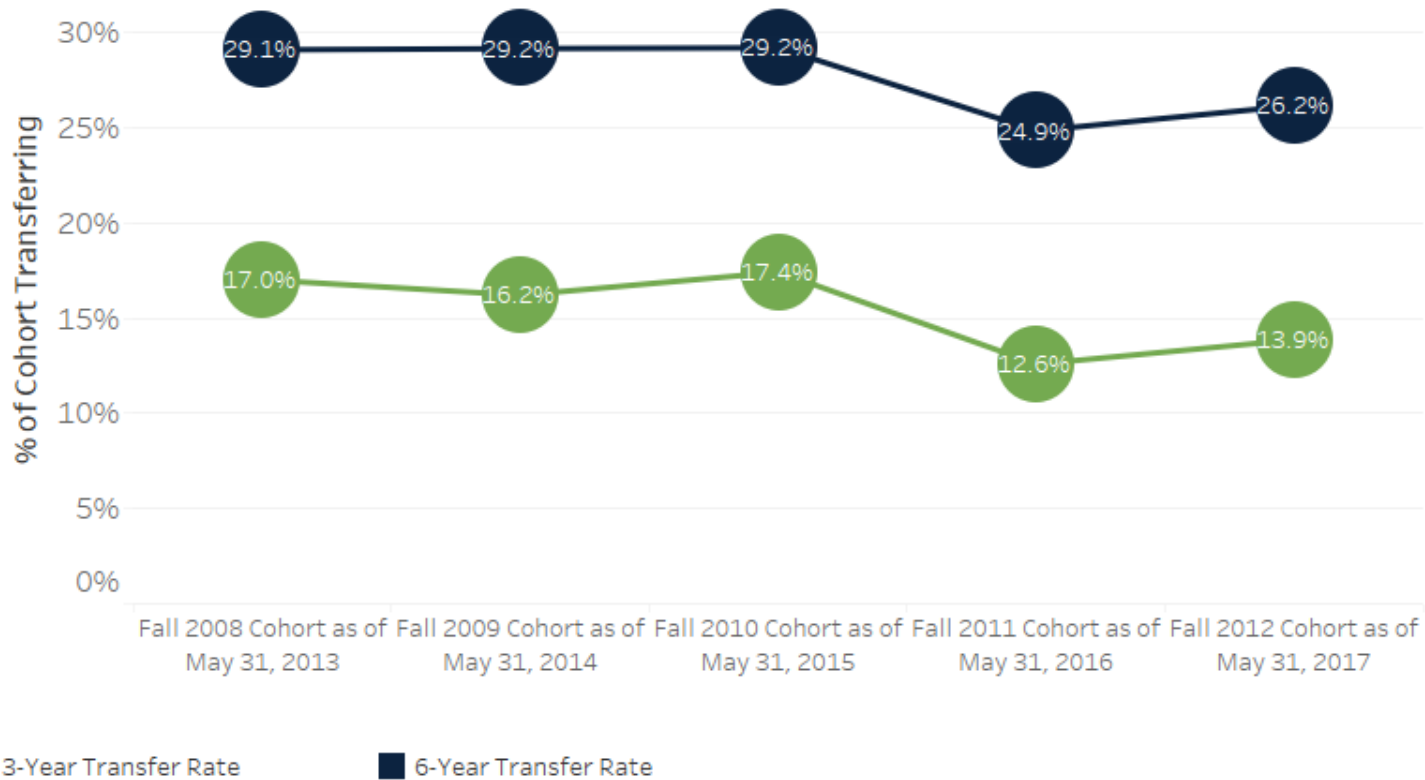


**Transfer Degrees/AGEC Graduation Rate**



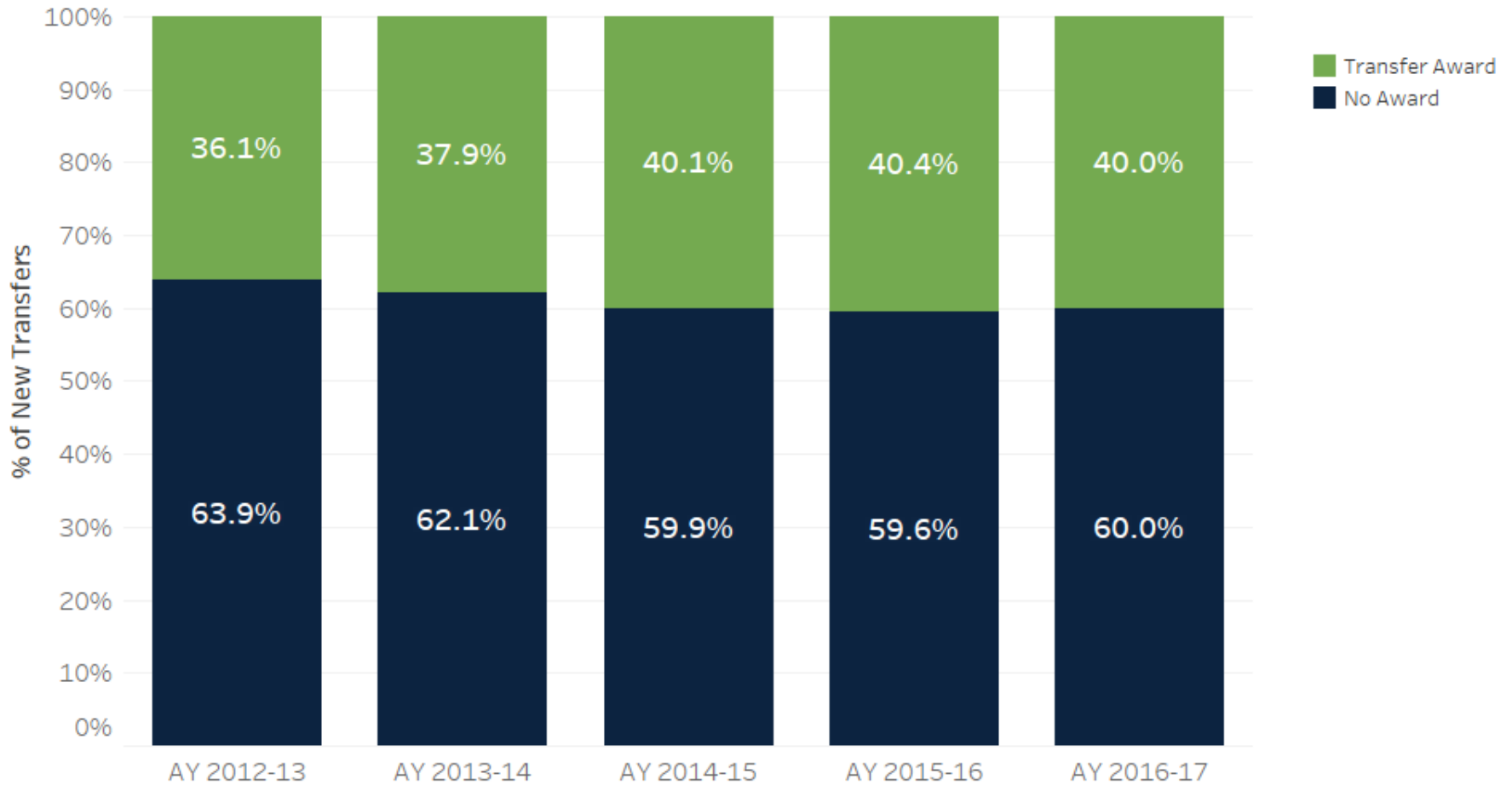


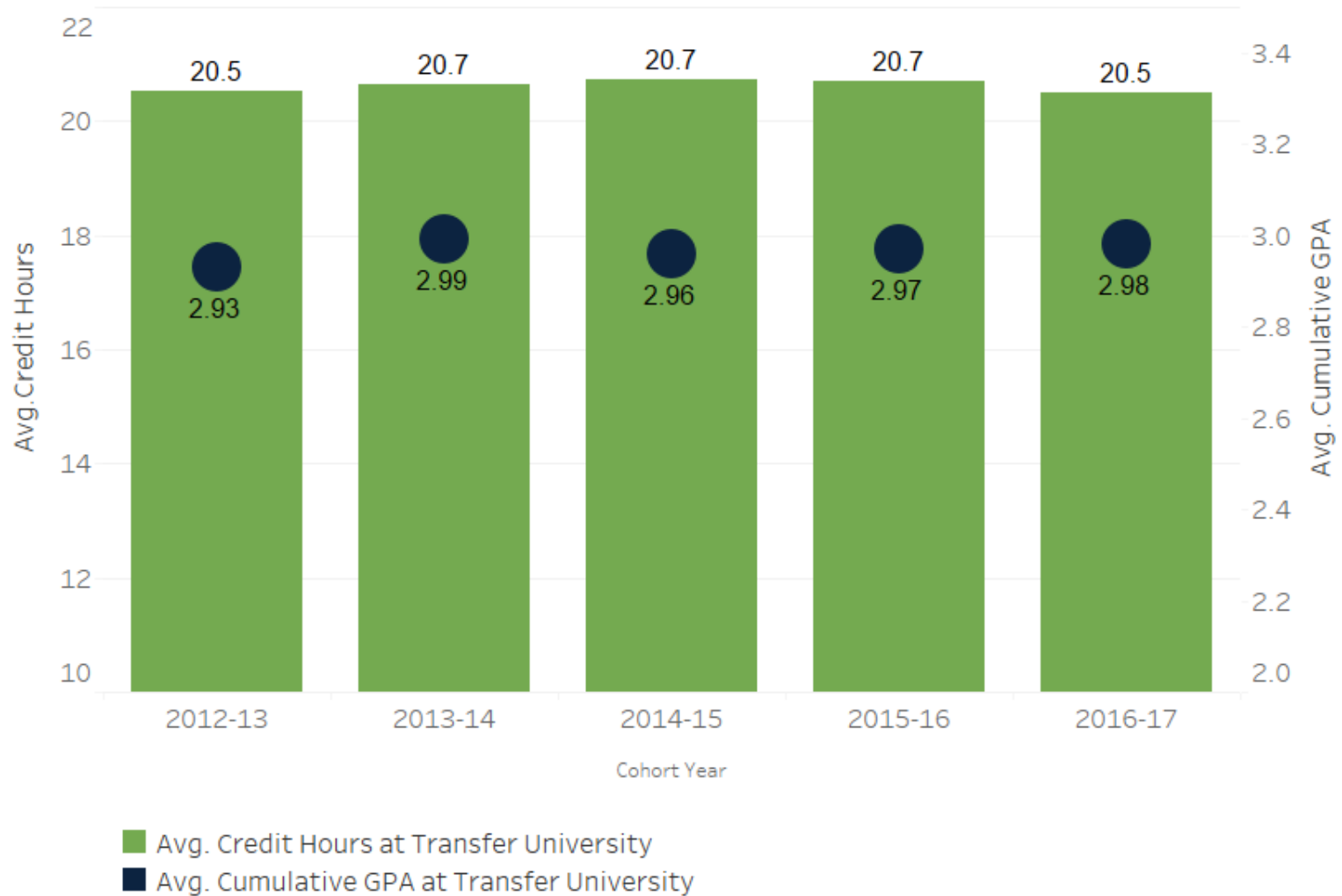
**Students Transferring to Any Baccalaureate  
or Higher Degree-Granting Institution (Public or Private)**



**Transfers Earning Awards**

Cohort College  
All





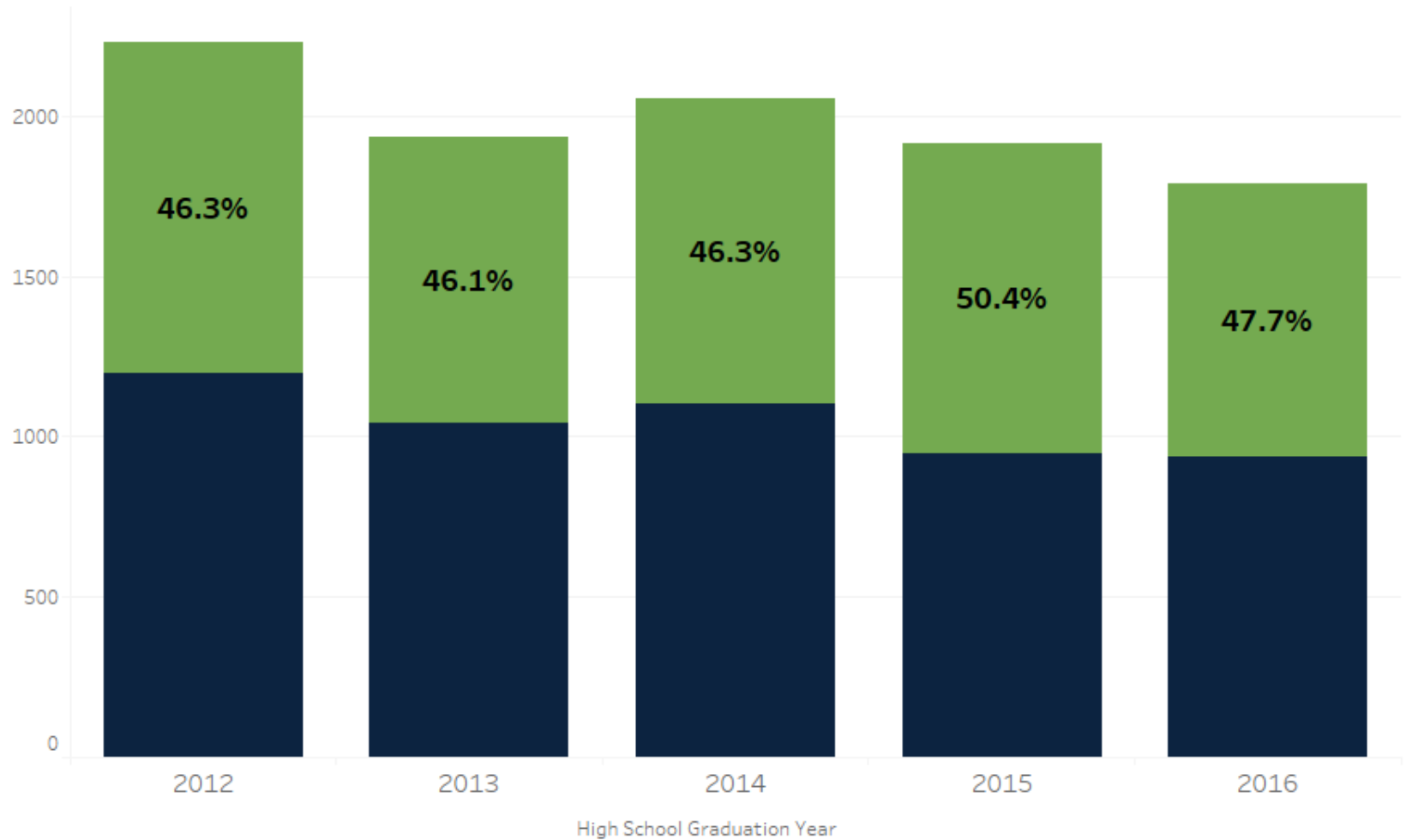


# Workforce & Economic Development



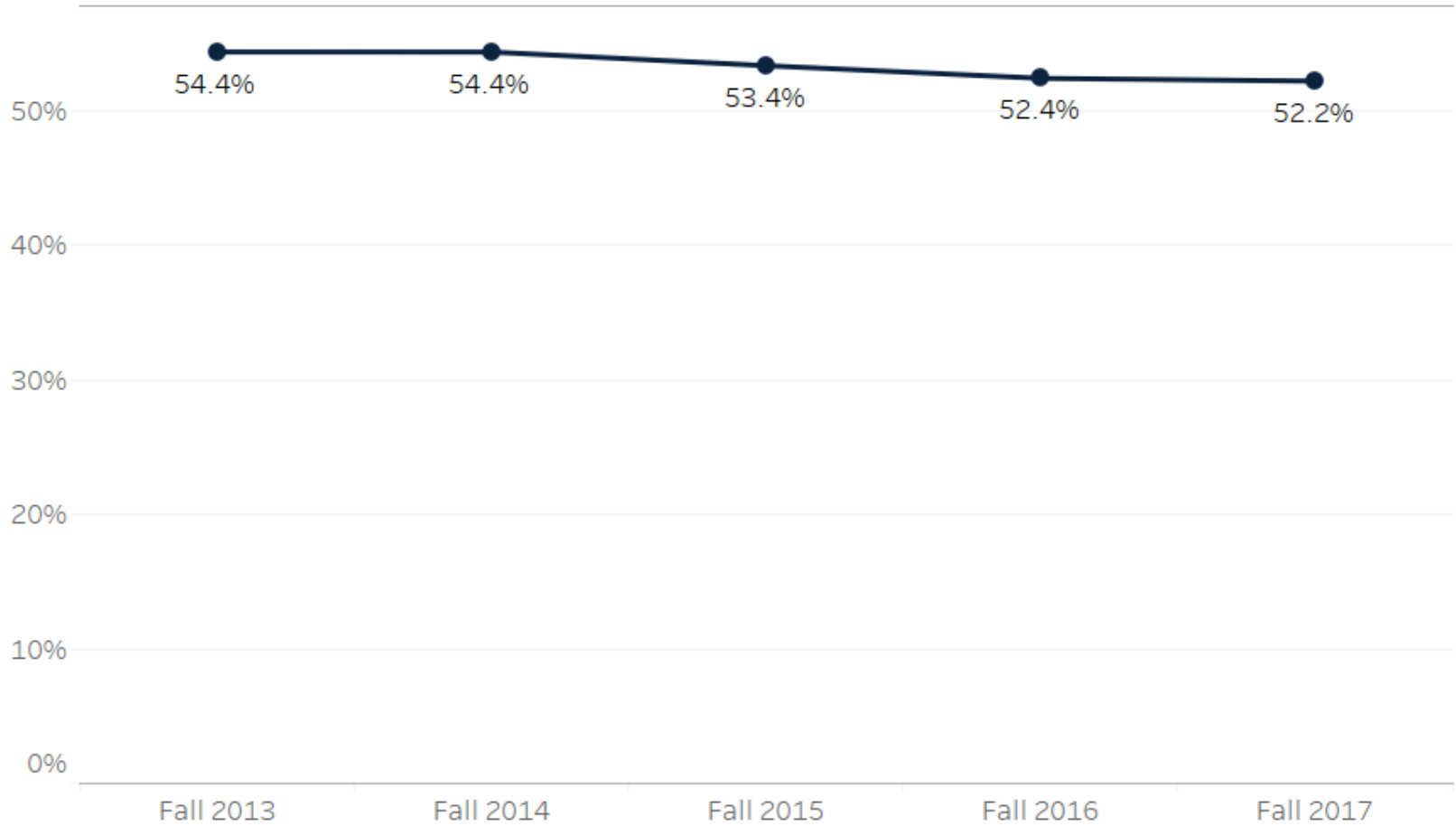
# 2018 Governing Board Monitoring Metrics

Students who took CTE in High School, then Enrolled in CTE at MCCCDC within One Year of High School Graduation



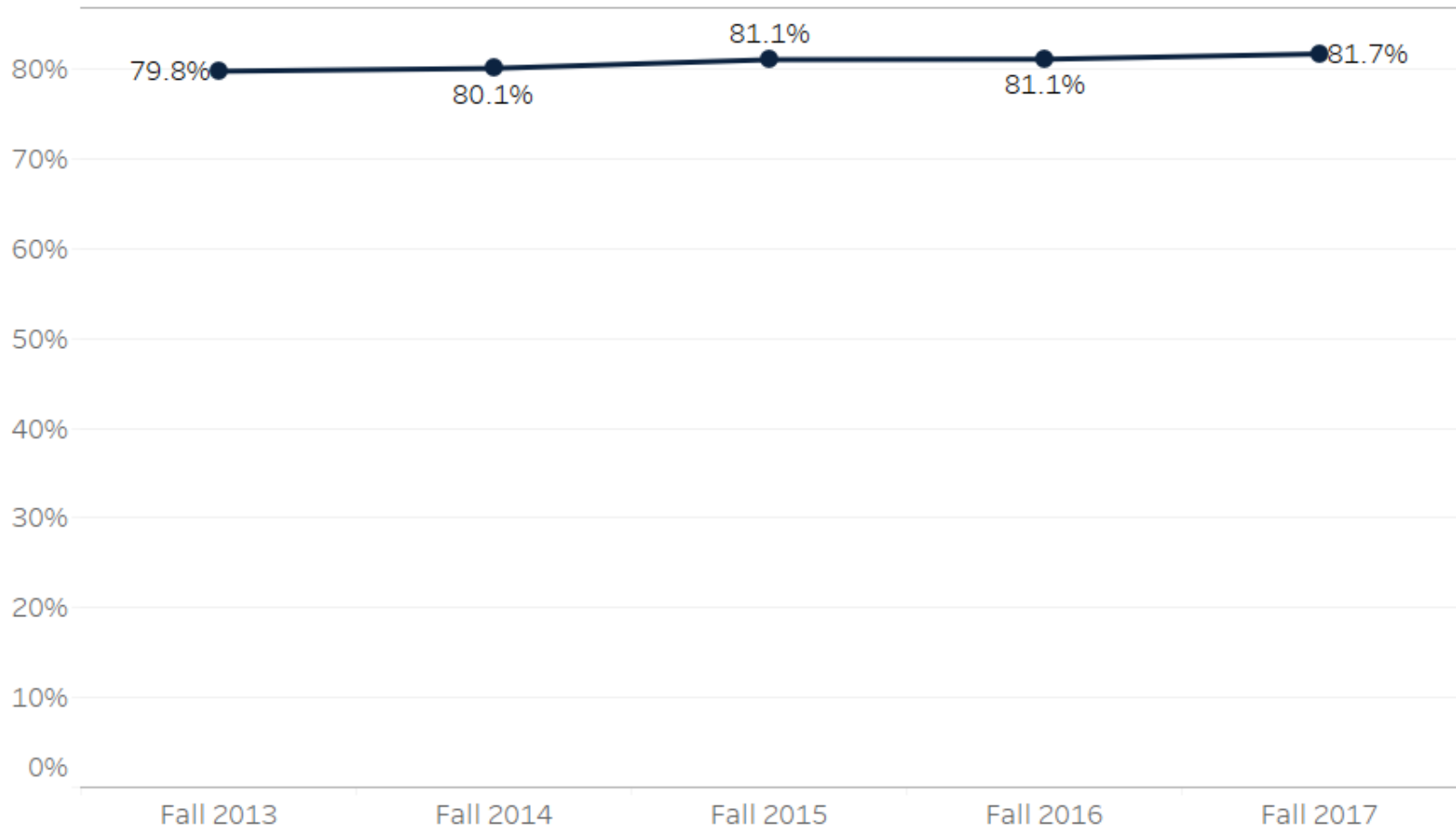
■ Took CTE in HS & CTE at MCCCDC After Graduation
 ■ Took CTE in HS but not at MCCCDC

% of Students Taking Occupational Courses



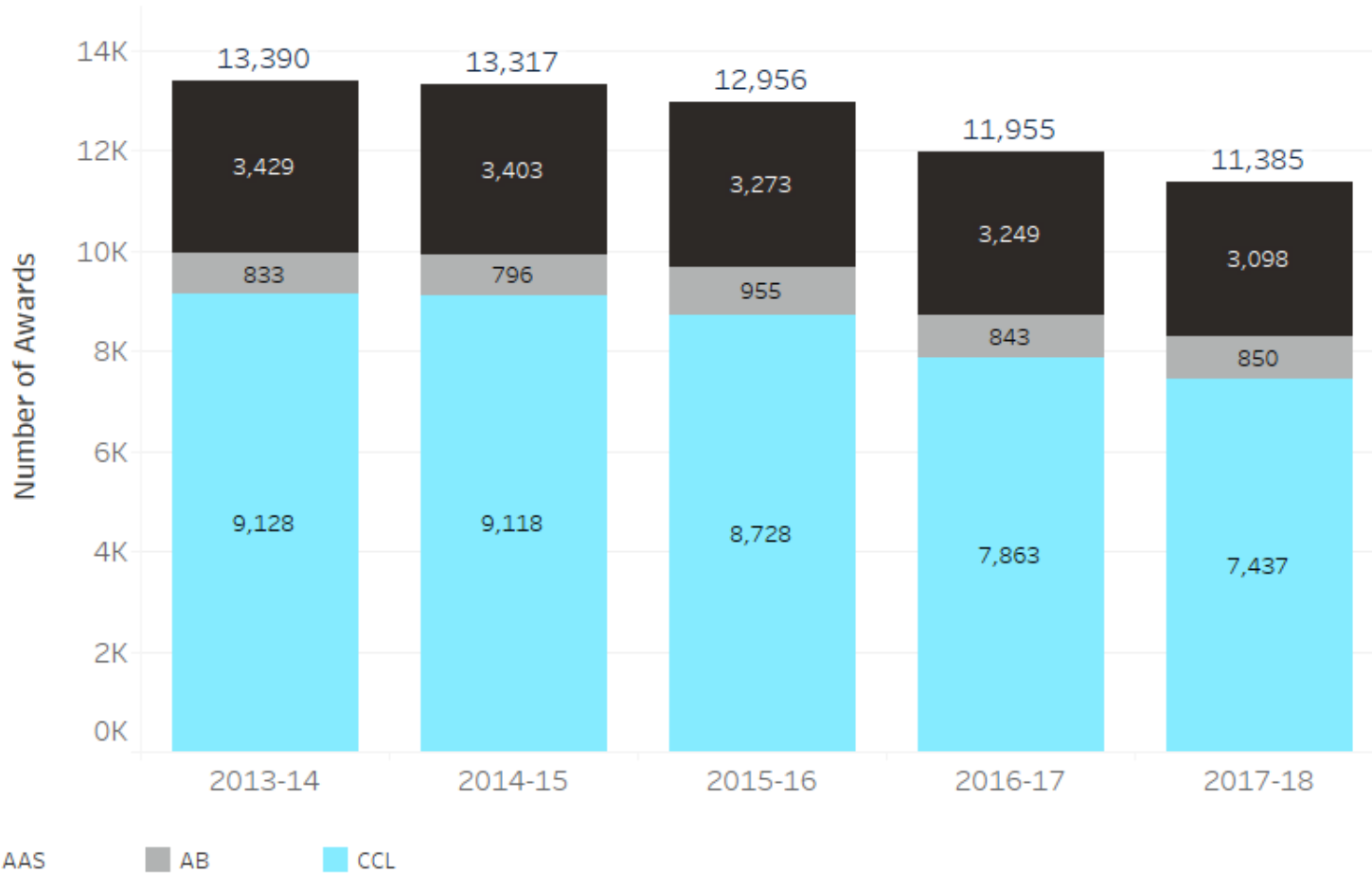
■ All Students

### Occupational Course Success Rate



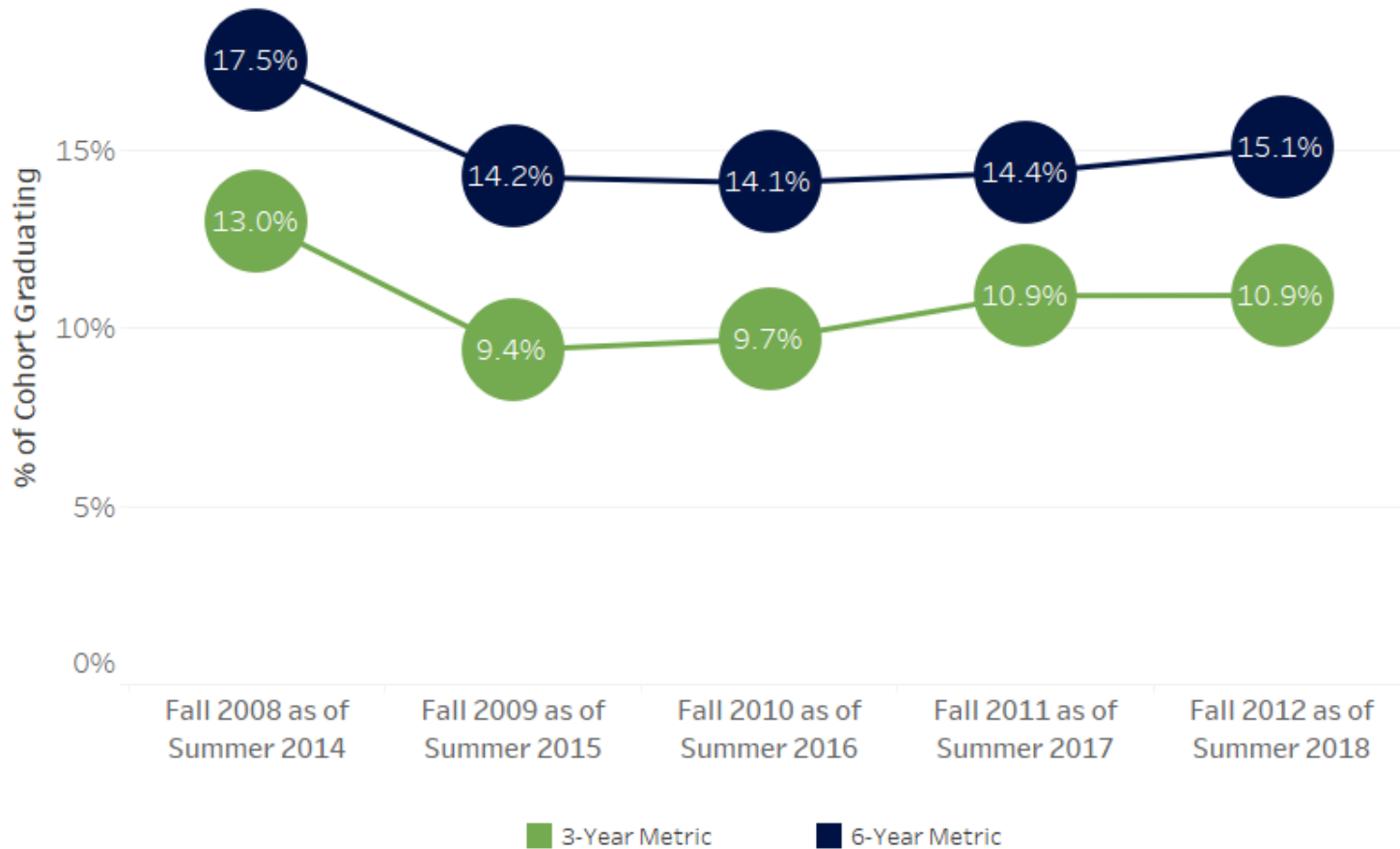
All Students

### Occupational Awards



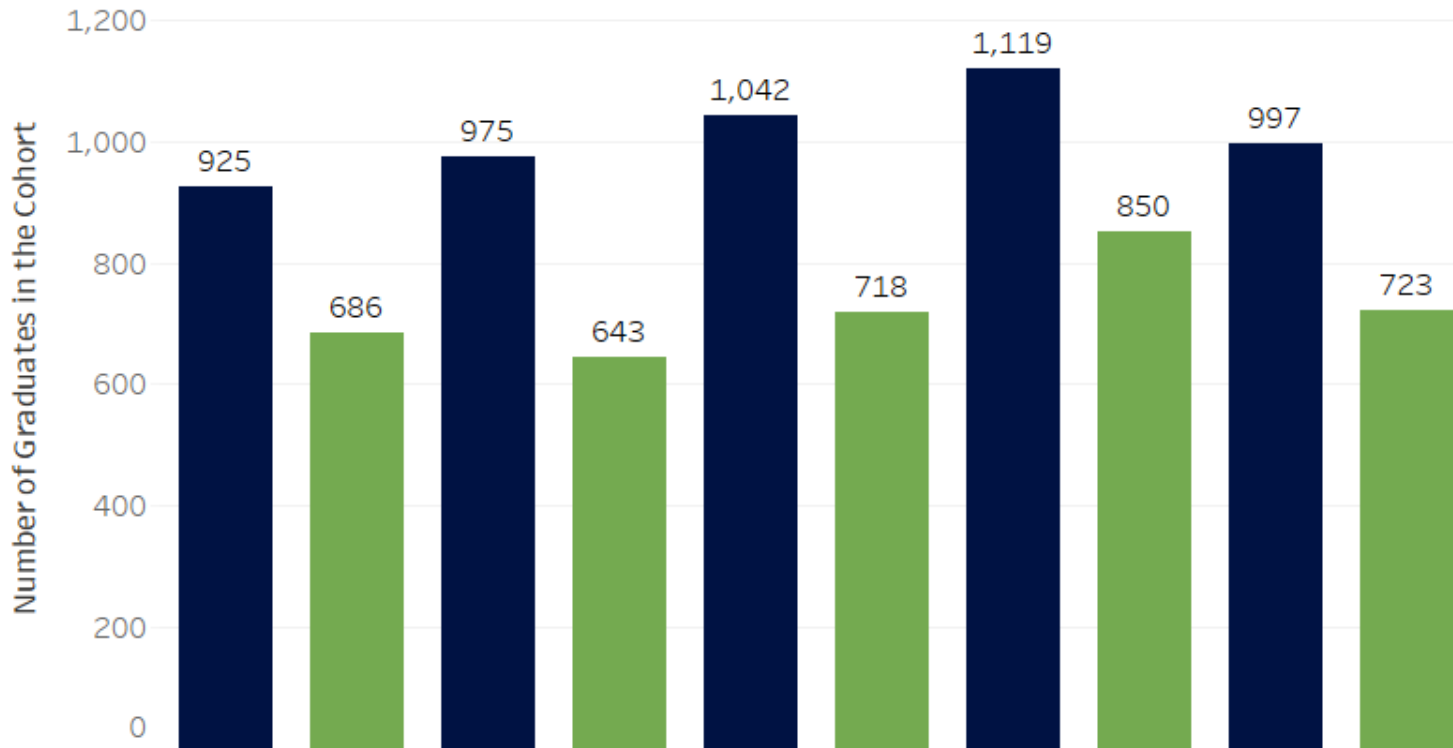


**Occupational Awards Graduation Rate**



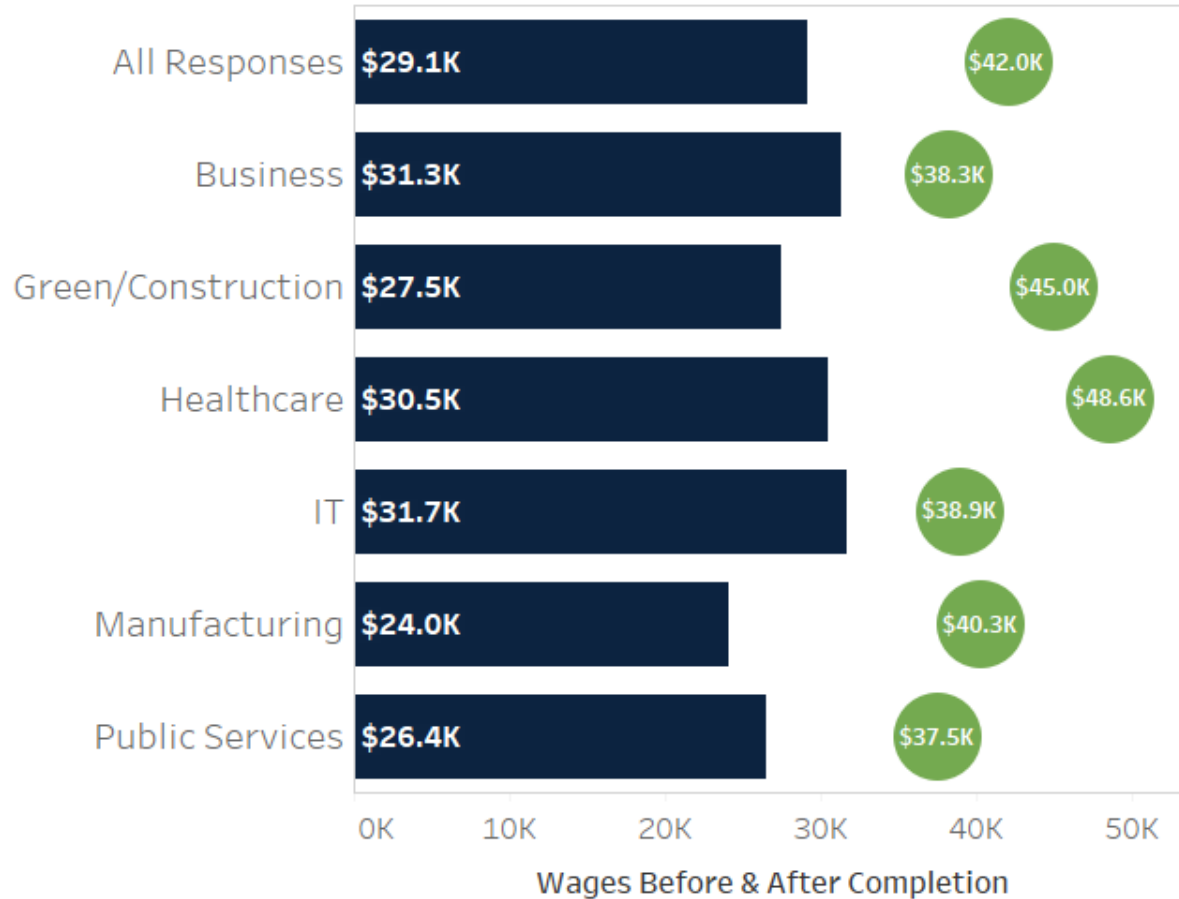
**Occupational Awards Graduation Number**

Fall 2008 as of Summer 2014    Fall 2009 as of Summer 2015    Fall 2010 as of Summer 2016    Fall 2011 as of Summer 2017    Fall 2012 as of Summer 2018

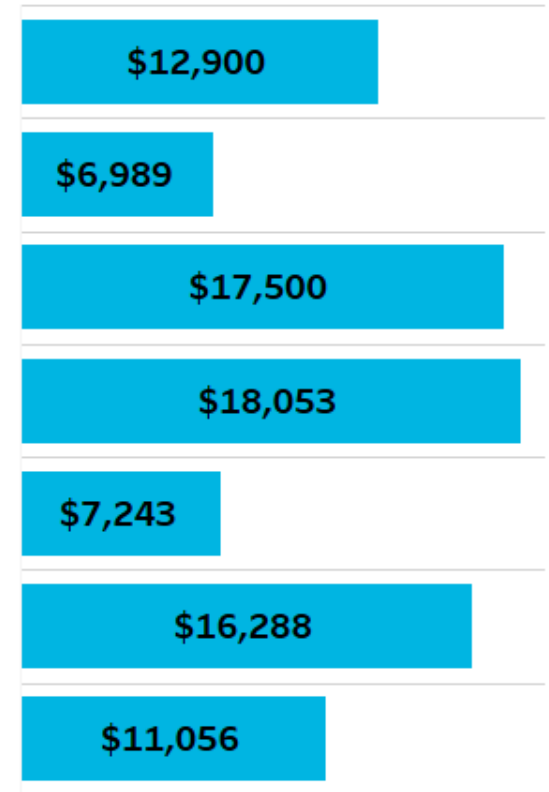


■ 6-Year Metric    ■ 3-Year Metric

### Wages Before & After Completion



### Wage Difference



n = 324

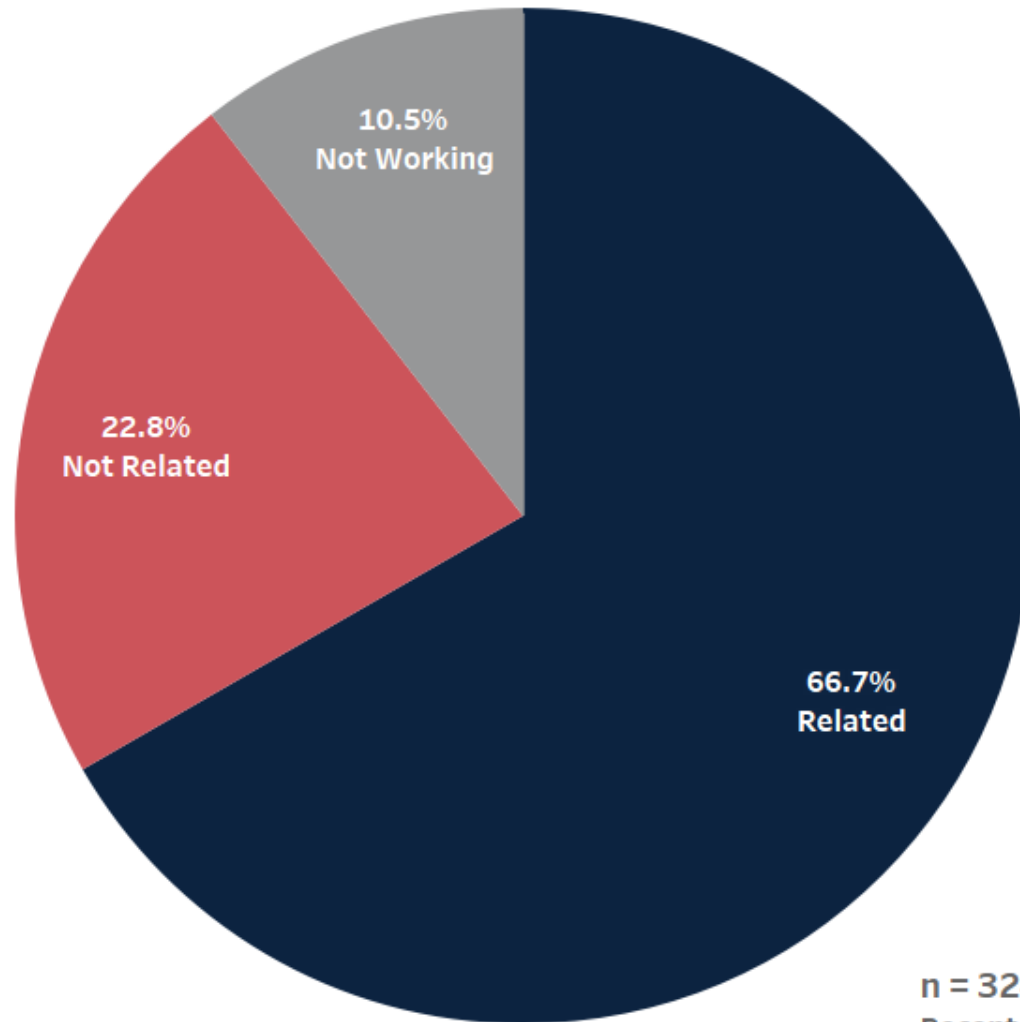
Recent MCCCDC Graduates Surveyed

■ Total Wages Before Completion

● Total Wages After Completion

# 2018 Governing Board Monitoring Metrics

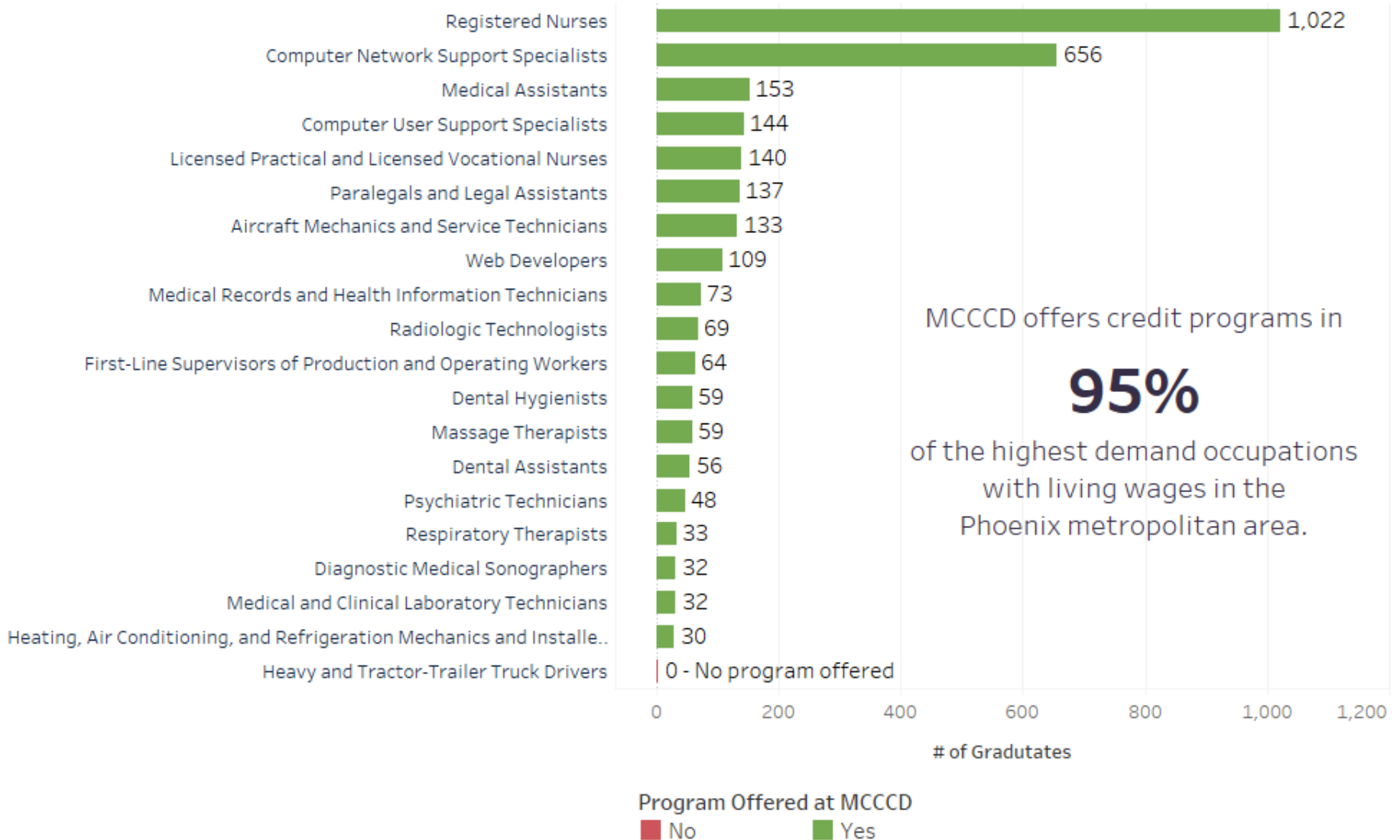
## Occupational Graduates Employed in a Field Related to their Award One Year After Graduation



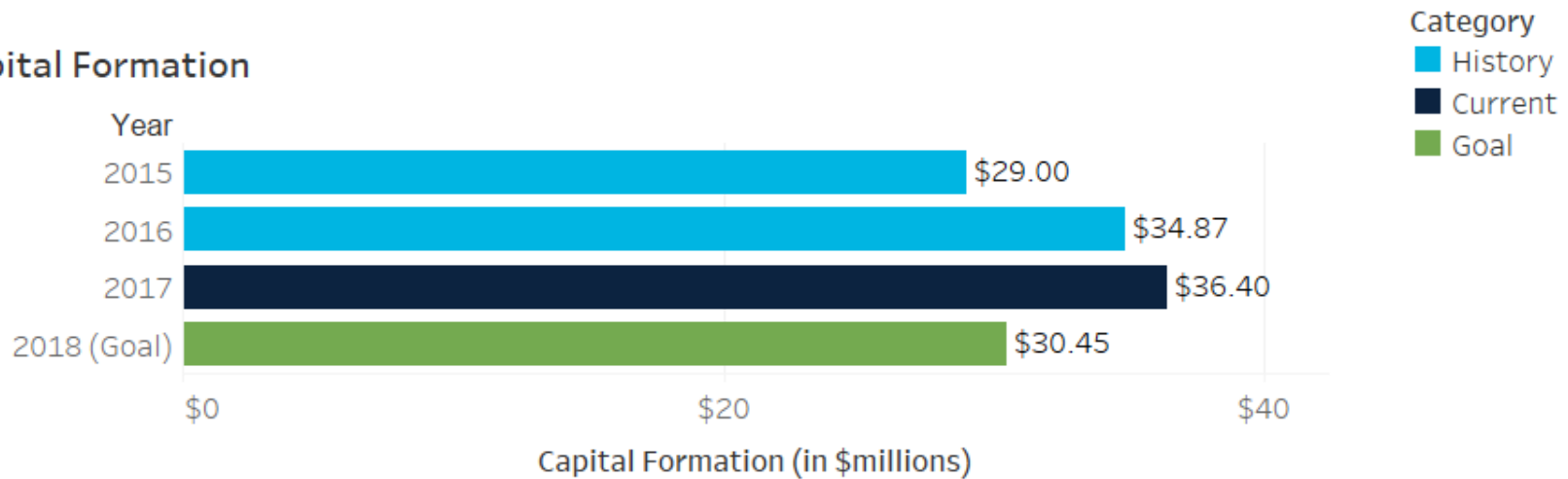
n = 324  
Recent MCCCDC Graduates Surveyed

# 2018 Governing Board Monitoring Metrics

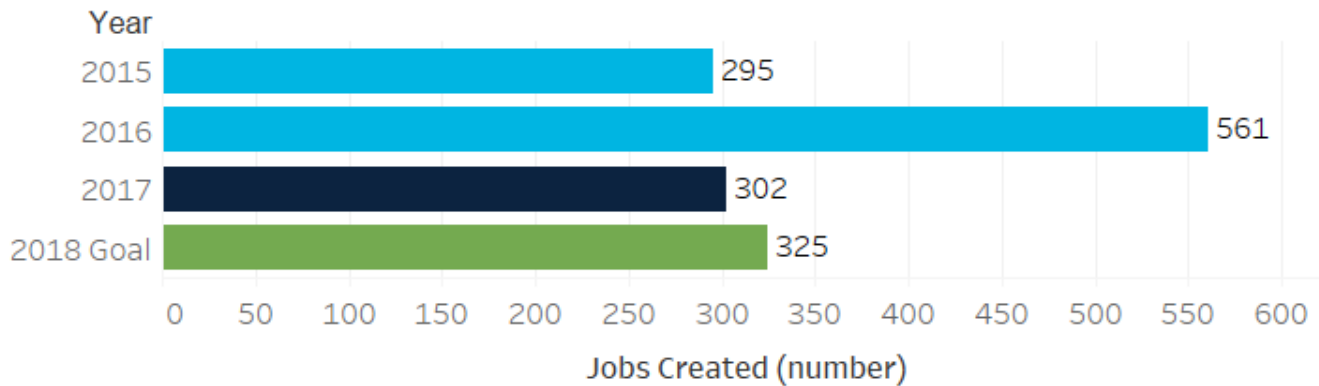
## Degree & Certificate Graduates in the Highest Demand Occupations with a Living Wage



### Capital Formation



### Jobs Created



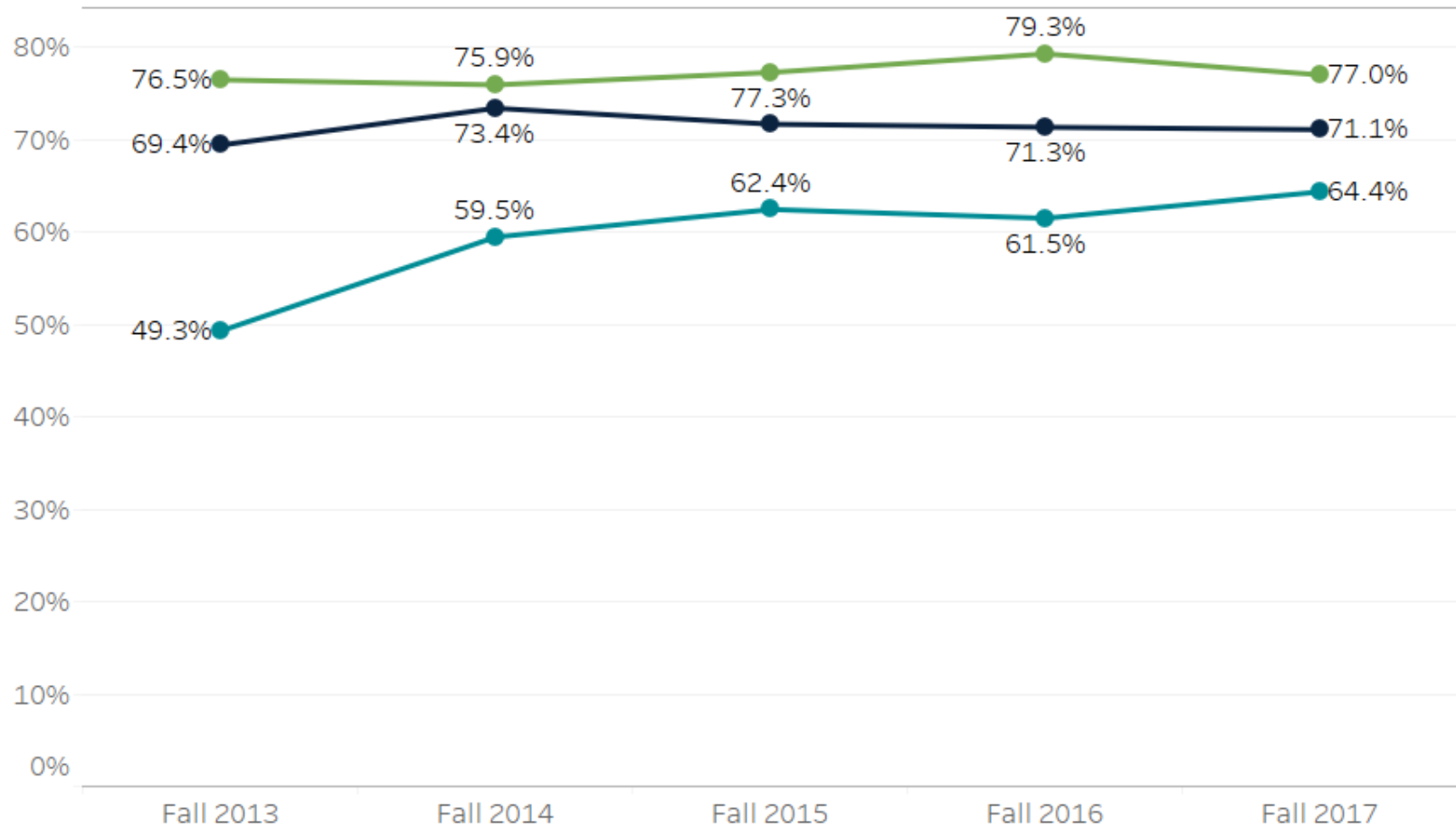
Data provided by





# Developmental Education

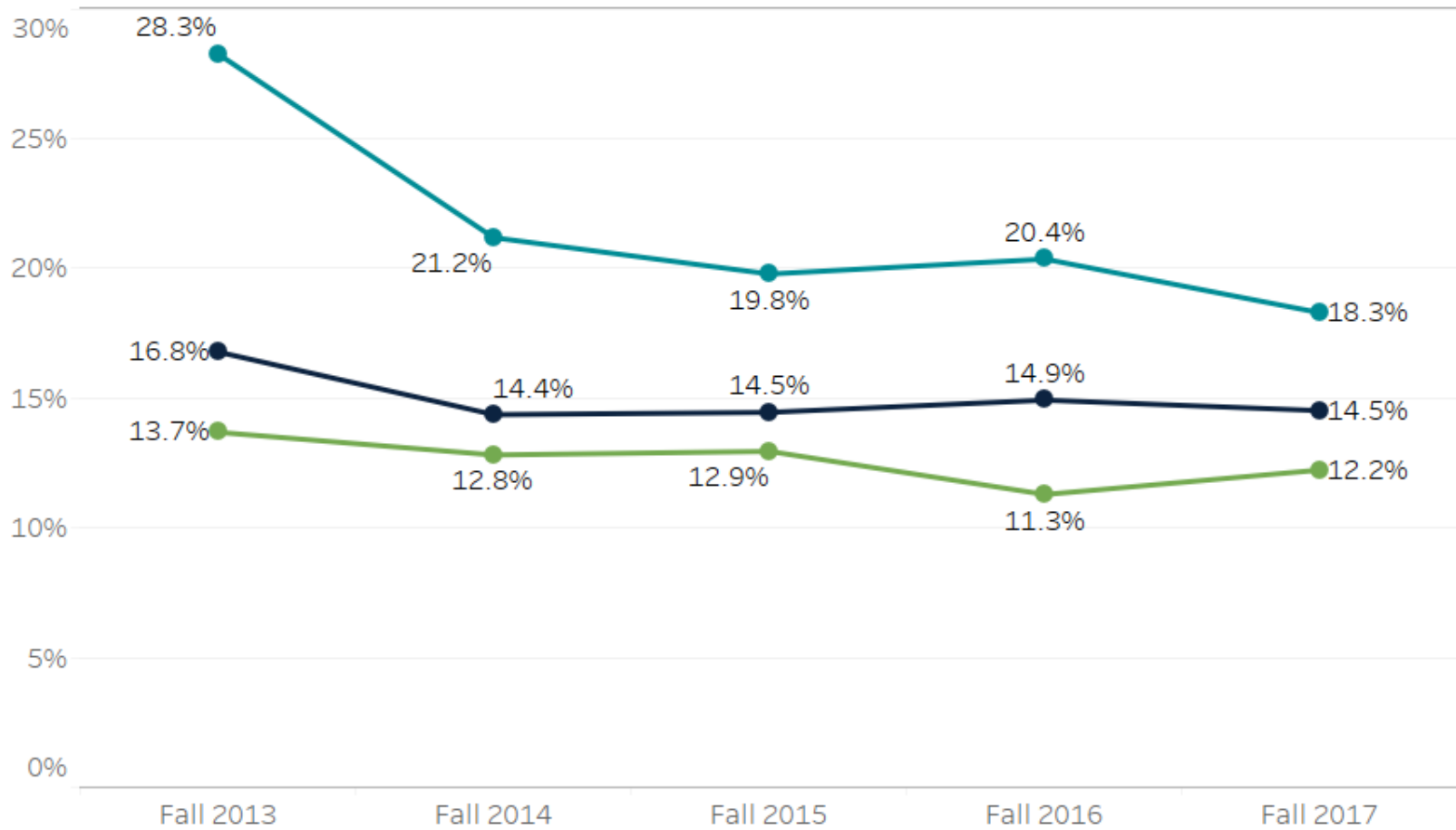
### Developmental Course Success Rate



■ ENG ■ MAT ■ RDG

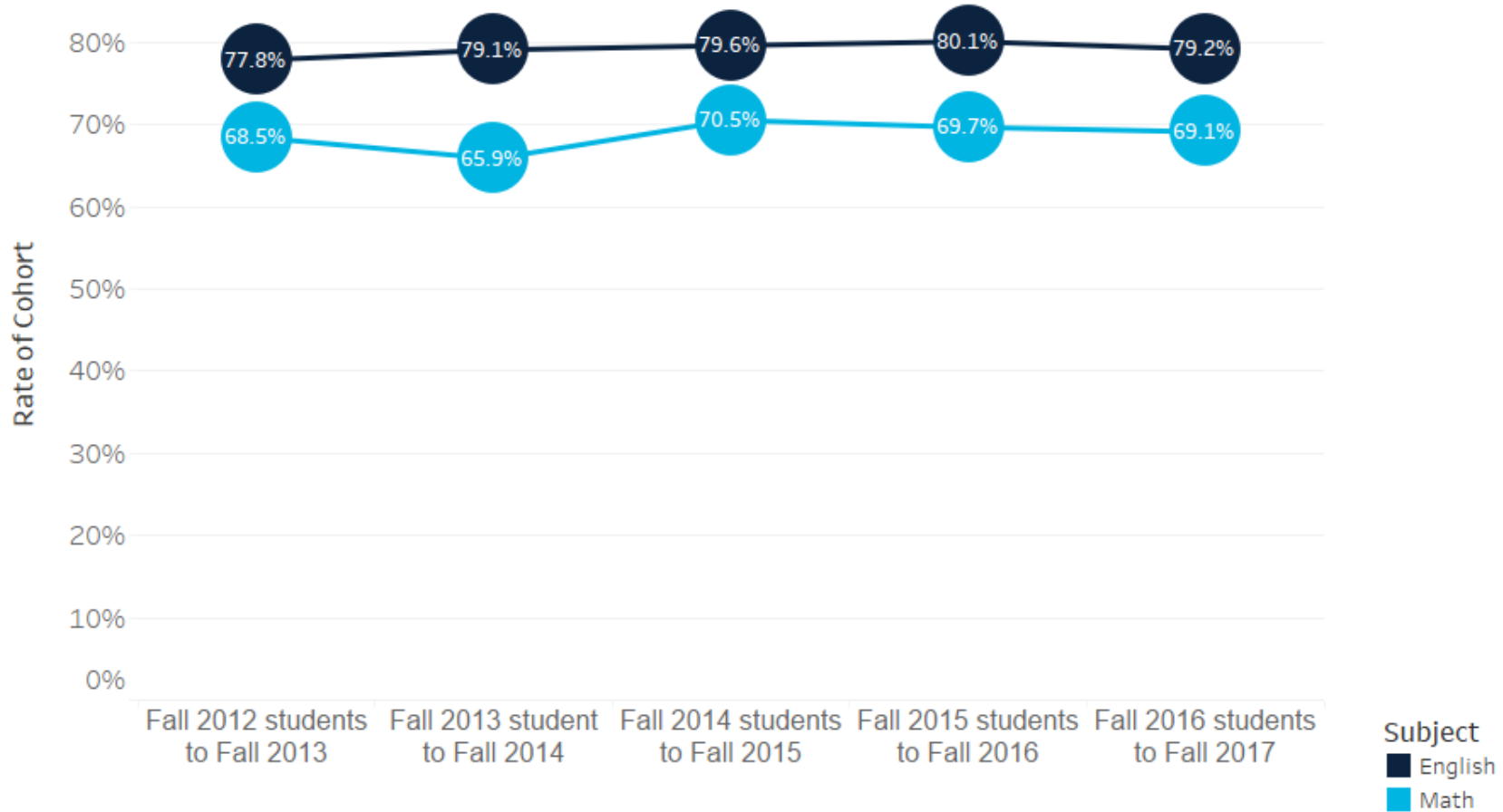


Developmental Course Withdrawal Rate

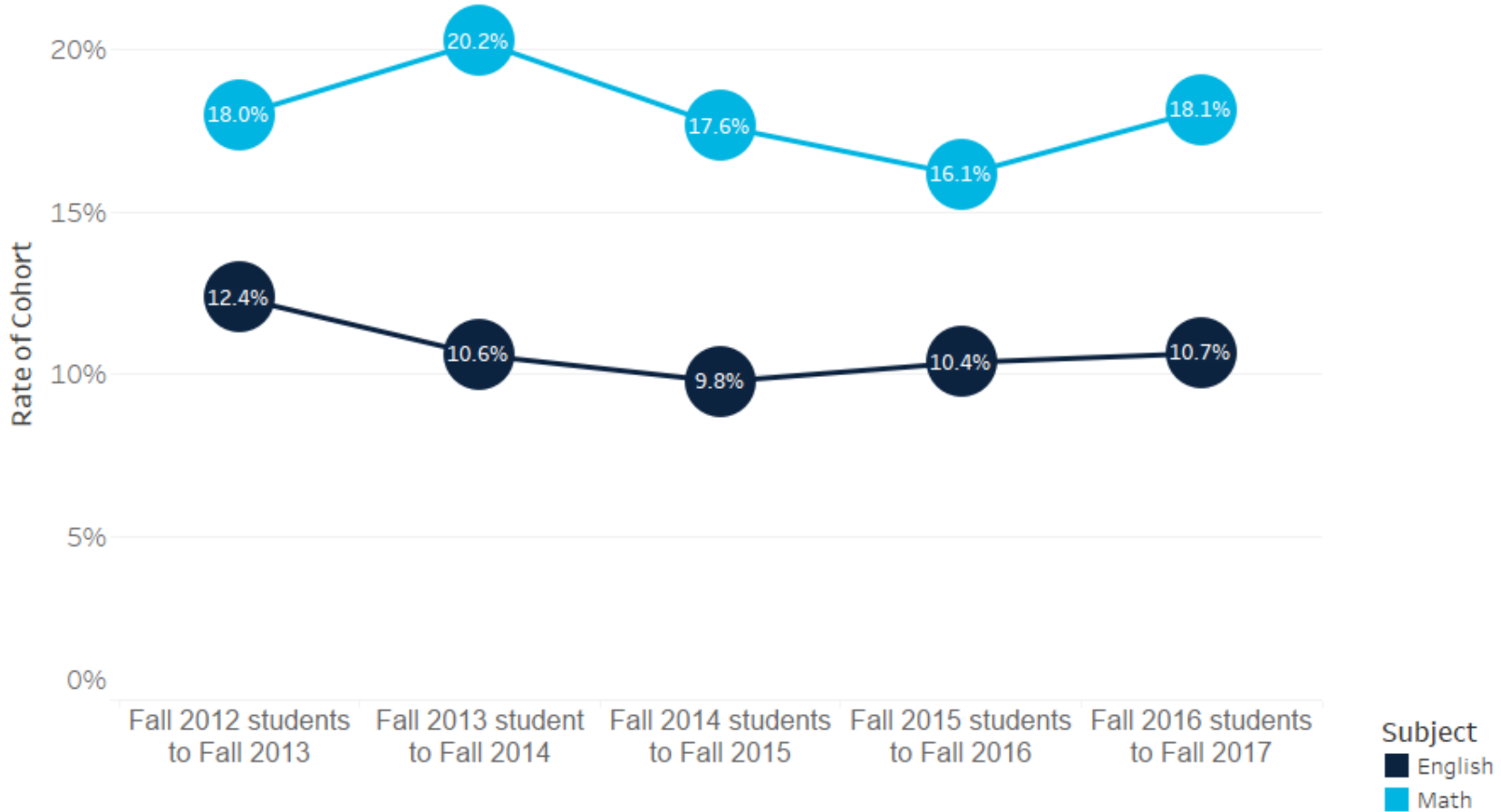


■ ENG ■ MAT ■ RDG

## Subsequent Course Success Rate

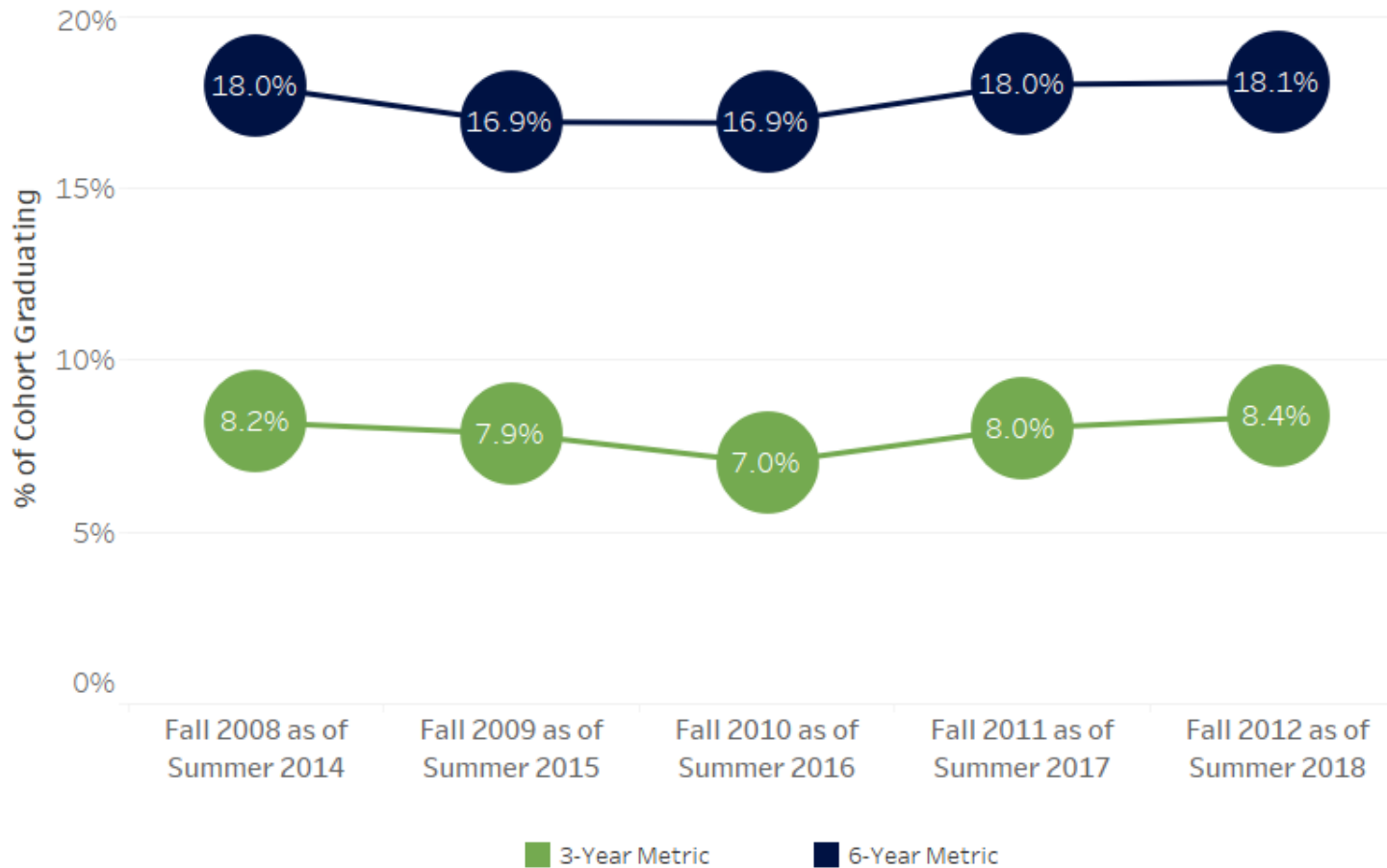


## Subsequent Course Withdrawal Rate



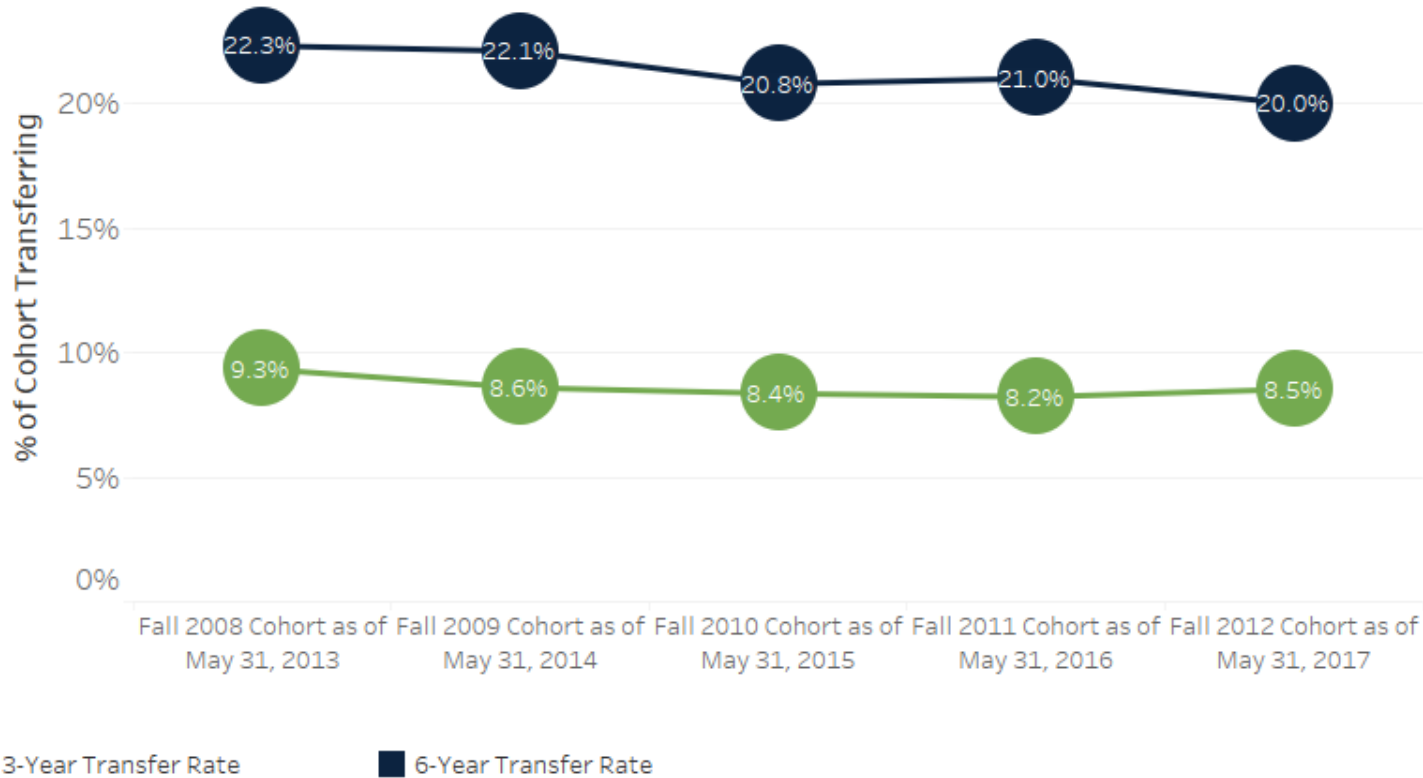
### All Awards Graduation Rate

*Students Who Had Ever Taken a Developmental Course*



**Students Transferring to Any Baccalaureate  
or Higher Degree-Granting Institution (Public or Private)**

*Students Who Had Ever Taken a Developmental Course*





# Community Development & Civic & Global Engagement



Activities held on MCCCDCampuses in academic year 2017-18 that addressed civic or global learning subjects:

**930**

MCCCDCampuses students participated in study abroad programs in academic year 2017-18:

**120**

MCCCDCampuses students that participated in service learning opportunities in academic year 2017-18:

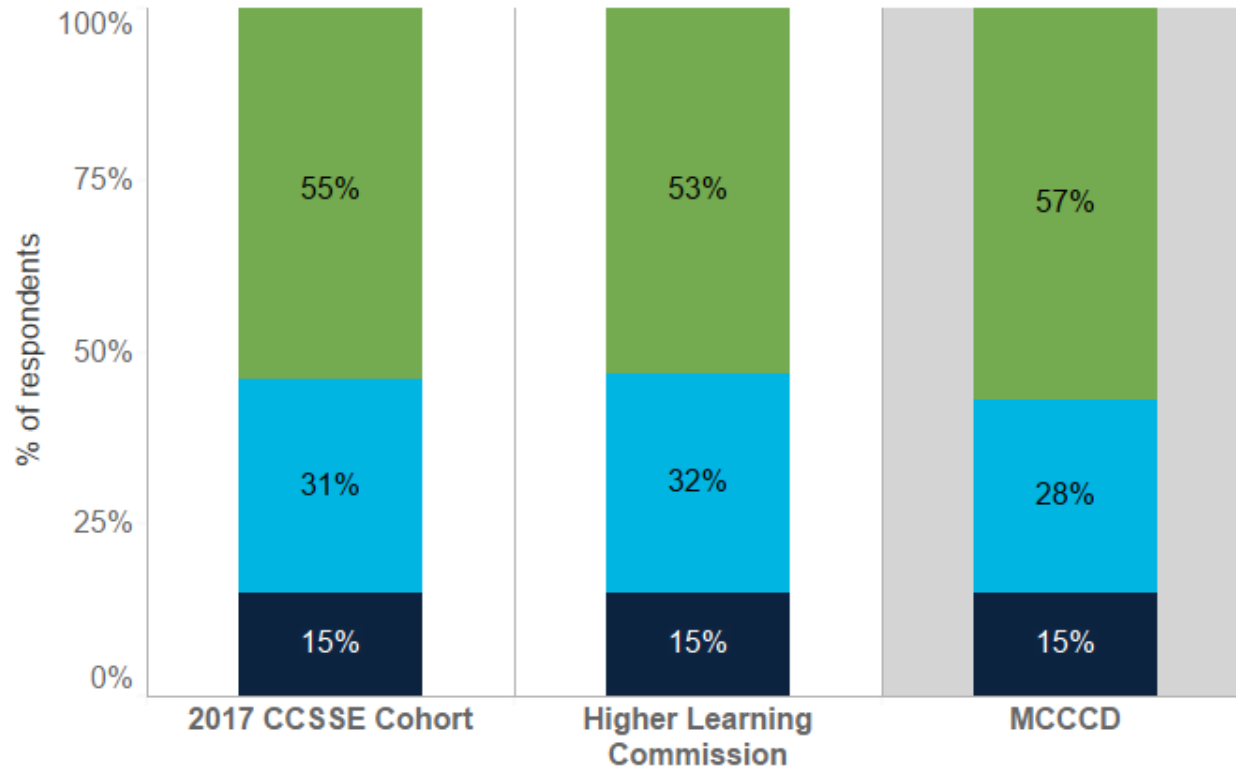
**8,037**

International students were enrolled at MCCCDCampuses in academic year 2017-18:

**1,133**

The college encourages contact among students from different economic, social and racial or ethnic backgrounds.

Category  
■ Quite a bit/ Very much  
■ Some  
■ Very Little



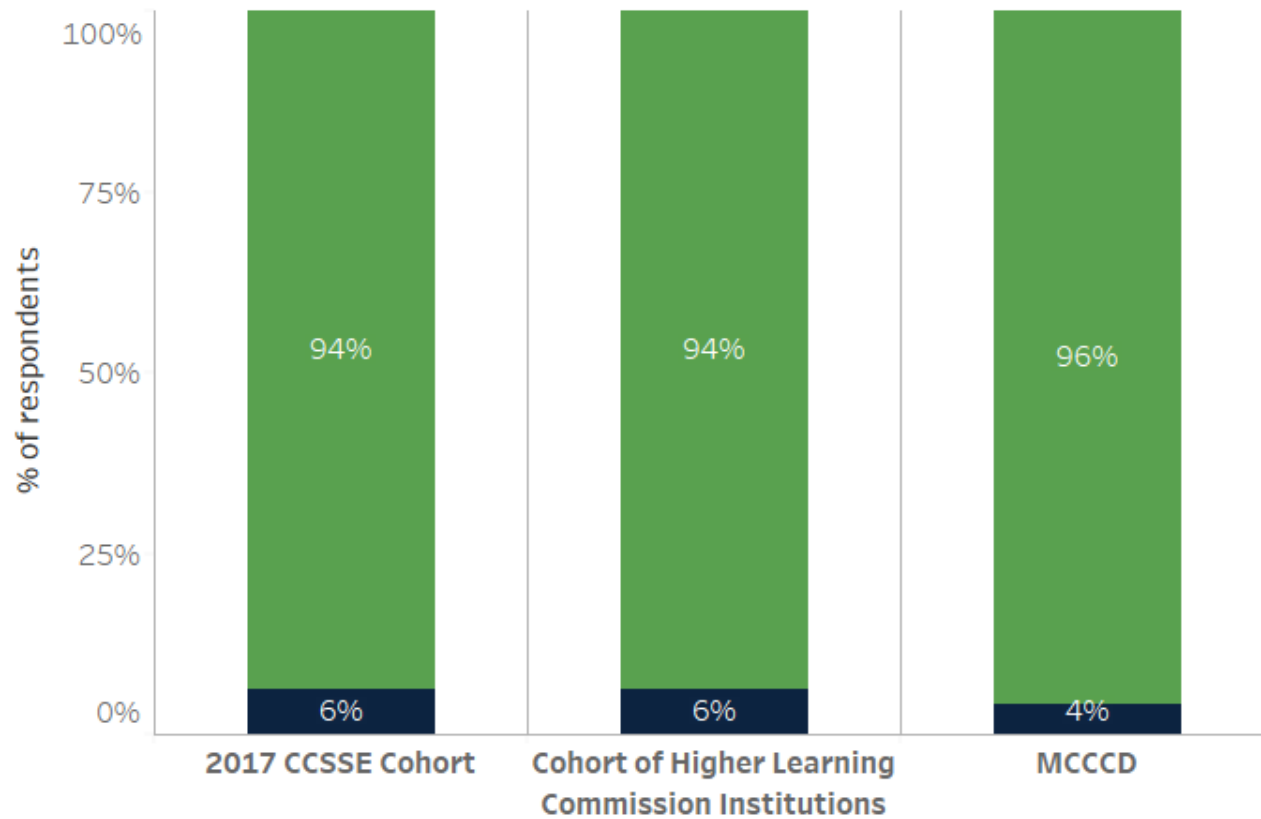




# Customer Satisfaction

Would you recommend this college  
to a friend or family member?

Category  
■ Yes  
■ No





maricopa.edu



The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.

The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit [www.maricopa.edu/non-discrimination](http://www.maricopa.edu/non-discrimination).